

PERSONAL COLUMN

All history teachers, like the rest of us, have political prejudices. It would be strange if it were not so. Who can fail to take sides between Roundheads and Cavaliers, a useful political litmus test even today? And in the United States, more than a century after the Civil War – or the War between the States, to use its Southern name – the passions reflected in *John Brown's Body* and *Gone With The Wind* are still strong.

The two men from whom I learnt most of my history at school were gifted teachers, widely informed and able to fire the imagination. Neither concealed his politics.

One was a High Tory who has nothing but good to say of Charles II, though he was pragmatist enough to despair of the Jacobites. The other was a saturnine Nonconformist. He and the chaplain were the only two teachers in the school to take the *Manchester Guardian*. He was scornful of Disraeli's imperial ventures. (My grandfather, a Mancunian, confused me by keeping a faded print of Disraeli on his wall but refusing to read any paper but the *MG*).

My political education continued at Oxford. One of my tutors, an authority on naval history, who was always rubicund, became purple with rage as he contemplated the Labour government's misdeeds – this was in 1950. Another was the distinguished Marxist historian, Christopher Hill. He teased us a little. "Tell me," he would say after one of us had read an essay to him, "do



RICHARD JAMESON

Pebbles to polls

'There is a need for young people to be better informed about the political process'

you think you have given quite enough weight to the economic factors?"

This exposure to the informed prejudices of others was admirable. Yet these days, the notion of politics in secondary schools and higher education is suspect to the partisans of both the Left and Right. Some of them would make history as politically anodyne as algebra. Of course, pupils and students must be given, or enabled to find for themselves, both the facts and the varying opinions of those qualified to hold them. But a dash of polemics is needed too in the teaching of history.

And, with a general election less than three weeks away, there is a need for young people to be better informed about the political process – the actual conduct of elections, local as well as national, and the way in which councils and Parliament work. After all, on May 7, many thousands of councillors were elected and many thousands more were unsuccessful candidates; and some fifth-formers of today will be councillors tomorrow.

Here I must declare an interest. I have just attended my first meeting as a member of Dacorum borough council, a shire district in Hertfordshire.

Perhaps, as I knocked on doors, I should have been conscious that I was carrying a banner, first unfurled by Robert Peel, to music written by Elgar. But district council

elections are not *la haute politique*. The issues, at least on paper, are important but mundane – the sale, maintenance and rents of council houses, the emptying of dustbins, changes for swimming pools and, in the leafy fringes of Dacorum where I was standing, the Green Belt.

I was supposed to tell electors that the performance of the local secondary school was a county matter, but I did not always resist the temptation to make a dreary point or two about spending per pupil in real terms.

During the campaign, I was much more concerned with mechanics than with issues. Which of several unlovely photographs should go on my election address? How should I begin a personal letter to each of the 18-year-olds eligible to vote for the first time? "Dear Arethusa" or "Dear Miss (or Ms?) Blenkinsop"? On which trees would posters be most useful – and least likely to be torn down? And, on polling day, should I seek to reassure the elderly by wearing a dark suit and blue tie or go all out for the yuppies in T-shirt and corduroys? At my daughter's insistence I chose the first – and regretted it, because it was a very warm day and a blue sky seemed a good omen.

Roy Hattersley, an old hand at this sort of thing, wrote the other day that "politicians who do not enjoy campaigning ought to be in some other business". I like canvassing. Part

of the pleasure is the courtesy shown by the voters to an intrusive stranger. Their numerous dogs are another matter – I was bitten by one, whose colour I dare not mention. And in time the over-eager response, from the voters understandably keen to return to baby, meal, television or garden, can be detected – and down they go as "doubtful" on the canvass card.

On the big day, there is an unending ritual in British elections, from the candidate's early visit to the polling station to the frantic attempts to get sympathetic but reluctant citizens to vote in the last hour. I am glad to say there were no loudspeakers; but I introduced one faintly transatlantic note by telephoning a sluggish handful of my more remote supporters in the evening.

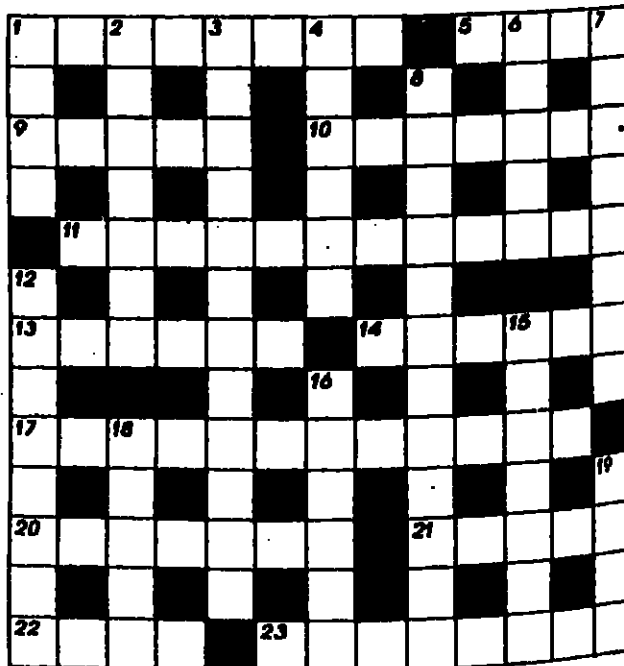
After the poll, the count. Scores of candidates, party managers and others milled round the tables where volunteer bank clerks and the like, for a meagre £14 per head, counted the votes for 58 seats. My result came early – at 1am. My principal opponent politely congratulated me; my supporters were pleased that I had a better majority than we had expected. My wife and I escaped at last and we were home at 3am.

The last thing of all was that an astonishing two-thirds of the electors voted – a tribute to the zeal both of my supporters and of my opponents. I hope that the teachers at the primary school where some people actually queued to vote in the evening told their pupils a little about it – and perhaps even how it all started when the Athenians dropped a pebble into an urn to vote. It is a creditable and exciting story.

NEXT WEEK

Prime Minister
Bernard Donoughue charts education's rise up the agenda of the last Labour Government
1945 and all that
Why should British history teaching end with the Second World War?
Campaign trail
TES staff shadow teachers who are hoping to be elected on June 11
Extra: Health and hygiene

No 306 CROSSWORD by Rufus



ACROSS
1 Man in a suit (8)
2 Lead astray Helen's mother (4)
3 One may slip and fall into it (5)
4 Walked back around a man sleeping (7)
5 Undiscovered aptitude for the double anagram (6,6)
6 Fire at it and you'll probably miss (6)
7 It smoothly finishes off a piece of writing (6)
8 Confidence in the heart (5,7)
9 Collect the rags after sorting (7)
10 Put in a grave position (5)
11 Angry yet leader (4)

DOWN
1 Little doodle gave a false impression (4)
2 About to be put up in school ground (7)
3 A diet put out on earth while it lasted (6,2,4)
4 Sun-worshippers take off for this state (6)
5 Delete an article in the heart (5)
6 A diet put out for fitness (8)
7 Wide selection of actors for radio (12)
8 Newspapers' con-

THE TIMES Educational Supplement

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Baker picks up the pieces in Thatcher's trail

by Sue Surkes

The first signs of a difference of approach came at the end of last week when Mr Baker told the BBC's *Campaign Question Time* that the opted-out schools would be directly funded on a per capita basis, depending on where they were. The move did not mean a return to selection.

Asked how parents and governors of opted out schools would be stopped from deciding their own methods of selection, he said: "There will be an agreement between the school, my department and the L.E.A. on the process of selection, as there is with the city technology colleges."

But when Mrs Thatcher appeared before an election press conference the following day, she said: "The matter is

for the school to choose, as it has always been for direct grants and some voluntary aided schools to choose the pupils who are admitted to them."

Asked whether there would be any ban on written entrance exams, she said: "We do not dictate from central government on how those children shall be admitted to those schools."

Mrs Thatcher was reluctant to rule out the raising of extra money, fuelling fears that fees could be charged. "We should look very carefully if there were any imposition of a fee upon the children, because clearly those schools are meant to be schools where the children receive a different form of education paid for and supplied by the state." But she added with a double

negative which must have been a slip of the tongue, that it was "not out of the question" that we do not and will not charge admission fees at state schools.

A statement was later issued on her behalf which said: "We do not and will not charge admission fees at state schools."

But it was Mr Baker who took on the role of Mr Fixit with a speech to his Mole Valley constituency apparently calculated to show that he and Mrs Thatcher shared the same vision. Parents would be able to have their children educated at the new so-called grant-maintained schools (GMS) at "no cost to themselves", he stressed. But if a GMS wanted to raise extra

funds as a trust for specific projects, it would be as free as L.E.A.-maintained schools were at present.

Mr Baker said he would want to be assured that the character and range of ability intakes of schools wanting to opt out would be retained. But he added: "If, at a later stage, those parents, governors and head running the school wish to change the character of the school, then they will have to make a separate application under section 12 of the 1980 Education Act which allows L.E.A.s who want to make substantial changes to the character of their schools to apply to the Department of Education."

Heads, parents and governors would continue to play the same role in continued on page 3

TES-MORI poll shows swing against Tories

Teacher vote goes to the Alliance

by Barry Hugill

Support for the Conservatives among teachers has slumped dramatically since 1983 according to a MORI poll for the TES.

Nearly half of teachers in England and Wales (46 per cent) intend voting for the Liberal/SDP Alliance on June 11. Labour has the support of 28 per cent with the Conservatives trailing on 19 per cent.

A similar pattern emerges in Scotland with the Alliance firmly in the lead at 39 per cent. Labour on 33 per cent. Conservatives 15 per cent and the Scottish Nationalists 14 per cent.

Ten per cent of teachers are continuing tactical voting where the party they support has little chance of winning. This is expected to benefit the Alliance and Labour.

In the general election of 1983 a MORI poll showed the Tories at 44 per cent support in England and Wales followed by the Alliance at 28 per cent and Labour on 26 per cent.

It would be unwise to extrapolate from a single poll the reason for the movement of support away from the Conservatives to the Alliance but a

clue is given in the answer to a question about the current dispute over pay negotiating rights.

Three out of four teachers (76 per cent) believe that they are justified in taking strike action over the Government's removal of negotiating rights, while 21 per cent think strike action wrong. And 80 per cent consider that they are underpaid.

As it is reasonable to assume that a proportion of the 21 per cent opposing strike action disapprove of the removal of negotiating rights the teaching profession appears to be almost united in its opposition to the Government's action.

Unsurprisingly, most teachers (77 per cent) thought education the most important election issue, closely followed by unemployment and health.

In 1983 the TES poll proved an accurate indicator of the final outcome. On the evidence of all other opinion polls taken during the course of this election campaign it is unlikely that this will prove to be the case on June 11.

The TES poll is, however, a boost for the Alliance and indicates considerable distrust of the Conservatives among teachers.

MORI interviewed 526 teachers in 172 schools a cross 86 sampling points throughout England and Wales. Half of the sample were teachers in primary schools, and half in middle/secondary schools. Quotas were set by sex within school type. Interviews were conducted face-to-face between May 18 and 20.

Poll in detail, page 6

TES/MORI POLL

TEACHERS IN ENGLAND & WALES

Labour 28% Conservative 19%

Liberal/SDP 46%

Other 7%

Don't know 0%

Source: MORI, 1987

Method: Face-to-face interviews

Sample size: 526

Margin of error: ±3.5%

Confidence interval: 95%

Weighting: None

Non-response: 10%

Interviewer: MORI

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Making it up as they go . . .

At least it is quite clear now, from *The TES* poll, which political parties have benefited from the protracted dispute about teachers' pay and conditions. On the basis of last week's sampling in England and Wales, there has been a mass defection from the Conservatives to the Alliance - up from 28 per cent in the corresponding poll of teachers in 1983 to 46 per cent - while Labour has put on just 2 per cent to 28 per cent.

The evidence suggests, unsurprisingly perhaps, that education issues are high on the list of dominant concerns for teachers in the general election, followed some way off by unemployment, the National Health Service and defence. Teacher opinion seems to have focused on the same set of issues as the politicians have seen fit to highlight, but giving rather greater priority to the affairs in the teachers' own backyard.

The poll was conducted last week before the row over Mrs Thatcher's remarks about selection and fee-paying, but in circumstances which left no one in any doubt that education was going to be a major topic in this election.

Mrs Thatcher clearly hoped that her party's radical policies for CTCs, open enrolment, local financial management, and "grant-maintained" status for schools which strike out on their own, would find a deep resonance among the voters.

This time, however, her presentation has been anything but sure. She confused the proposal for "grant-maintained" status by appearing to countenance the introduction of selection tests and the charging of fees. Mr Kenneth Baker (no doubt having cleared his script with No 10 and the party chairman) hastened to put the matter - if not straight - at least a little less crooked, by insisting that schools which exchanged the local authority for the DES as paymaster under the grant-maintained rubric, would still be bound by the Education Act's prohibition of fees, and would require his permission for any major

change of organization (such as from comprehensive to grammar). He, too, left the method of "selecting" pupils in the air when the number of applicants exceeded the number of places. At present in county schools, the ultimate responsibility lies with the local authority. Under the new scheme, presumably, it will lie with the head and governors of the school (it has to be "presumably" because there is no authoritative source to consult. The rules are being improvised from day-to-day.)

Logically, there is no way in which, if the decision whom to admit lies with the head, anyone can say for certain how his/her selection will be made, though no doubt the local authority and the Secretary of State could lay down ground-rules at the time of the DES take-over which might or might not prove binding. Knowing the way things work in this country, it is difficult to doubt that a school which controlled its own admissions would tend to exclude the least promising, most problem-causing, applicants.

Both Mrs Thatcher and Mr Baker have stressed the fact that once a school had joined the GM list it would be able to apply to the Secretary of State to have its character changed, from - say - grammar to comprehensive, or (more likely) from comprehensive to grammar. Clearly Mrs Thatcher, in her eagerness to expound her brave new world, jumped a few stages in the evolutionary process.

So those who see this as a first step towards the reintroduction of grammar schools are almost certainly right. But instead of the relatively orderly (though fundamentally unsatisfactory) 11-plus selection process once operated by local education authorities, with their own arrangements for borderline cases and appeals, the process will be haphazard and left to the discretion of individual schools. This is the part of the iceberg which is below the surface which Mrs Thatcher with commendable frankness has insisted on bringing to the notice of the electorate.

This is one explanation of the events of the past week. It ties up with the widely-held belief that Mrs Thatcher would have liked the manifesto itself to go further towards the restoration of grammar schools. But there is another possibility which is not, in itself, inconsistent with this, but attributes more weight to Murphy's infallible law. On this reading all that happened was that Mrs Thatcher got her answer on GM schools mixed up with her answer on city technology colleges. In other words, when she went on about selection and the powers of the "trusts" to determine what happened in their schools, she was mixing up the autonomy of the CTCs with that of GMs. We shall never know if this is what happened. Mrs Thatcher could never admit it because she never admits she might make a mistake.

However the not-very-important piece of bungled electioneering took place, it did no more than confirm the hazards the Conservatives have embarked on by their chosen method of policy-making. These policies have, for the most part, been dreamed up by back-room advisers whose only contacts in education are with a coterie of far-right academics and publicists like those who come together at the Institute of Economic Affairs, the Centre for Policy Studies or the Hillgate group. It is extremely unlikely that anybody saw fit to discuss the proposals in detail with a few senior chief education officers, or with any but a handful of hand-picked heads. Conservative councillors like Mr Philip Merridale, with a life-time of experience in local education administration, have been deliberately frozen out. None of the detail has been worked out. All there is are a few manifesto slogans on the basis of which the Prime Minister and the Secretary of State for Education have to make up policy as they go along.

This is palpable nonsense and the result of this illusion has been plain for all to see this week.

COMMENT

100 ways to kill ILEA

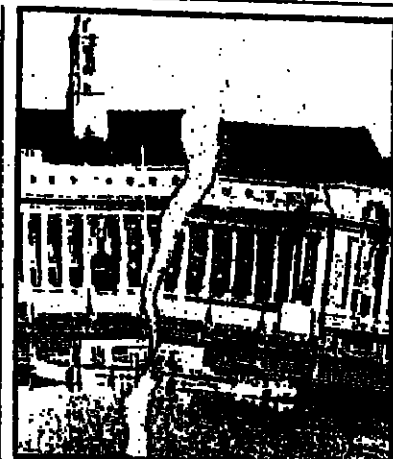
For at least 10 years now the Conservative Party has been devoting extraordinary energy and persistence to the production of its "100-ways-to-kill-ILEA" manual. And with matching ingenuity and resilience, the Inner London Education Authority has been mobilizing support where it mattered against one attack after another.

Reports, committees and legislation have come and gone but, just as abolition seemed inevitable, Super Authority has always made one last life-saving bound to freedom.

It was in 1977 that the GLC invited Sir Frank Marshall (later to become a life peer and a vice-chairman of the Conservative Party) to conduct an inquiry into London government. The Marshall Report a year later stressed the need for "continuity and stability in the education service," a unitary authority that could "maintain equity and evenness of standards of provision in the inner city area" and recognition "that the present distribution of schools and the pattern of schooling . . . has little regard for borough boundaries".

Since that message was not acceptable to ILEA-bashers, Mr Mark Carlisle, as Secretary of State for Education, opened the next chapter in November 1979 by appointing an up-and-coming back-bencher called Kenneth Baker to head London Conservatives in another inquiry.

Although the Baker, or "Sherlock" report produced the required recommendations - that the authority be broken up and education vested in the boroughs - they were based on such sloppy and inaccurate research that they were easily discredited. Not only was the selection of examination results quoted out of date and demonstrably



ably unsound, but the projections of pupil numbers in individual boroughs were fatally miscalculated. And so to chapter three and Lady Young's Committee, which was soon overwhelmed by the astonishing weight of evidence and petitions mobilized against the break-up of the authority. By now the save-ILEA campaigners were experienced enough to enlist parents and supporters in every school. In February 1981 Mark Carlisle admitted defeat: "The weight of educational opinion including voluntary bodies and the churches . . . call for a single authority of adequate size and with adequate resources."

Come the 1983 general election and it was time for the manifesto approach, to be swiftly followed by the *Strengthening the Cities White Paper* (or *Druiden* approach). The GLC was to be abolished and ILEA replaced by a Joint Board. The GLC went down but ILEA once again lived to fight another day. And to make sure that it would have to fight another day, the 1985 Act which established ILEA as a directly elected body also specified that the Secretary of State should be able to review the authority's exercise of its functions before March 31, 1991.

By now, saving ILEA was a more

demanding occupation than running an education service and killing ILEA was obviously going to need more than one knock-out blow: rate-capping brought the budget nearer to the knife-edge every year; eviction from County Hall was threatened; city technology colleges promised competition; the polytechnics were to be taken

Will that do the trick? Just in case all else fails, the poll tax to replace rating should make ILEA's budget finally impossible, and the Conservative manifesto promises both individual schools and boroughs the right to opt out of the authority (though borough populations must be even less viable than in 1979).

Meanwhile, the authority has alienated many of its former supporters by failing to take management decisions (the heads), by taking them (redeployed teachers), or allowing too many children to be sent home because of teacher action (the parents).

There are justifiable criticisms to be made about ILEA's bureaucracy and poor management, but most of the attacks on its anti-racist and anti-sexist policies go way over the top, and it is hard to believe that any combination of disident boroughs could produce a comparable level of support services. Is it overkill? Can ILEA get out of this mess? Watch this space.

When does history stop?

Current pedagogical debates seem to be having a bracingly beneficial effect on historians. Calls for "relevance" and demands that those who propose subjects for the "core" curriculum defend their proposals, have recently prompted the Historical Association to issue a carefully argued booklet (*History: Why, What and How?*) which

makes an excellent case for the discipline's continuing centrality. Coincidentally, those same calls for relevance have drawn from the Centre for Policy Studies a bellicose counterblast (*History in Peril: May Parents Preserve It*) in which a fairly unfocused rage against "the growth of sociology, politics and 'current affairs'" sits side by side with some rapier thrusts against pressure-groupers who pervert the subject in the service of sectarian ends.

This week we publish an article (page 19) celebrating the birth of a promising new magazine and incidentally swinging some well-aimed blows at the current British History establishment. In a nutshell, A level tends to stop in 1914. While many pupils opt for 20th century special subjects in European and world history, remarkably few do so for British history, remarkably few do so for British history, remarkably few do so for British history. It seems that questions are at least partly to blame: questions on post-war events are often dauntingly difficult. The trouble could stem from the examiners' own anxieties; for them, and of course for the average sixth form teacher, the academic study of Britain post-1945 is unfamiliar ground.

Dr Seldon and Mr Howarth point to the popularity of the recent decision in France to concentrate sixth-form equivalent studies on events post-1939: faced with a choice between the repeal of the Corn Laws and the foundation of the Welfare State, few British sixth-formers would hesitate. There are obvious problems, of course. The line between history and current affairs would become hard to draw, and political balance would become an even hotter issue. But the advantages would be enormous. As Hermione Parker shows on Page 20, the immediate future of the Welfare State may depend on the electorate's ability to place the verbiage surrounding politicians' intentions; the members of the electorate who understand the past behind the present, the better chance there may be of an informed electoral response.

Second opinion

Can anyone stand a loan?

During a recent visit to the United States, I saw a television news item on the subject of student loans. It might be worth sharing it with readers, especially as some people seem eager to commend the practices of that country and argue that we should adopt them in Britain.

Two medical students, a husband and wife, estimated that they would owe \$1 million when they had completed their courses. This did not deter them as they could look forward to being well paid; certainly a joint salary of a quarter of a million dollars was not unlikely. They might, however, have to put up with relatively poor accommodation for some years and defer having a family.

A young black man, on the other hand, had decided to turn down a university place. His father was unemployed. He knew the anxieties of living with debt and had no wish to adopt that way of life himself. Better to continue working as a waiter than become a graduate owing \$10,000 on leaving college.

Professors and college principals who were interviewed criticized the system of loans for two reasons. First, it was dividing society. Higher education was becoming confined to the wealthy elite. Students from poor

What the parties say on student support

Conservative: "No final conclusion have been reached but we believe that up loans to supplement grants are one way."
Alliance: "We will . . . make a 15 per cent real improvement."
Labour: " . . . will restore the full value of the student grant."

families were either not starting courses, or failing to complete them as they capitulated to the stress of mounting debts. The phrase "two nations" was used. Second, students were opting for courses which would lead to jobs with good financial prospects. They were transferring from preparation for a teaching career, for example, to business studies.

Traditionally, many American students have paid their way through college by working in the evenings, or at weekends and in the vacations. Now there are not enough jobs of this kind to go round, but, worse still, those which do exist pay too little to balance the loan, as university fees have increased so much. They might break even by working full time!

Perhaps I might be permitted to add a personal postscript to this report. My own two daughters are completing four-year courses in higher education and seeking teaching posts. They have received reasonable grants considering my income, but I have had to support them to the amount of some £4,000 each. If they had had to borrow that much as a loan and were now £4,000 in debt, who would give them a mortgage? Which landlord would lease them a flat?

I am grateful for the full grant which I received in the 1950s. It should be every student's right. Incidentally, I must have repaid it in income tax many times over in the past 30 years!

W Owen Cole

Dr W Owen Cole is principal lecturer and head of religious studies at West Sussex Institute of Higher Education.

no comment

"Barry said: 'I have some good news. There is a new baby in my house. Mummy got it at the hospital on Saturday.'"
From *Whatever Next? The New Baby*, by David G. Clark. Reader published by Ginn and Company Ltd.

James Meikle and Ian Nash report on the latest developments in education's major industrial disputes - over teachers' negotiating rights and college staff pay

Unions step up pre-election strike campaign

In 52 of the 104 local education authorities will be closed or disrupted by half-day strikes from next Monday to the eve of election day, May 11.

The escalation of action, aimed at pressuring the Government's suspension of negotiating rights in the eye of voters, will involve 40,000 to 50,000 teachers, according to the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers.

But the unions will offer to suspend strikes after the election in return for talks with newly-appointed ministers. A rapid return of negotiations. Local branches of the union are asking the schools to be hit, through exam classes and examinations themselves will not be involved. All teachers, including those in areas threatened for strikes, have been urged

to lobby candidates of all political parties as well as explain the case against "the loss of democratic rights" to the public.

Mr Nigel de Gruchy, deputy general secretary of NASUWT, said more schools would be closed on election day, when they would be used as polling stations, than during this latest strike action.

Many of the 52 areas named for the action after half-term have not been previously hit in the rolling programme of half-day strikes.

The areas are: Newcastle, Gateshead, Cleveland, Lancashire, Knowsley, St Helens, Wigan, Bury, Salford, Trafford, Liverpool, Manchester, Bradford, Leeds, Rotherham, Wakefield, Calderdale, North Yorkshire, Humberside, Doncaster, Kirkcaldy, Nottinghamshire, Northamptonshire, Leicestershire, Birmingham, Stafford-

STRIKES IN ENGLAND AND WALES STARTING NEXT WEEK

Newcastle	Humberside	Powys
Gateshead	Doncaster	Dyfed
Cleveland	Kirkcaldy	Mid-Glamorgan
Lancashire	Nottinghamshire	South Glamorgan
Knowsley	Northamptonshire	Gwynedd
St Helens	Leicestershire	Inner London
Wigan	Birmingham	(and these London boroughs)
Bury	Staffordshire	Hillingdon
Salford	Shropshire	Ealing
Trafford	Norfolk	Richmond
Liverpool	Essex	Enfield
Manchester	Sussex	Haringey
Bradford	Bedfordshire	Waltham Forest
Leeds	Hampshire	Newham
Rotherham	Kent	Bexley
Wakefield	Avon	Bromley
Calderdale	Devon	
North Yorkshire	Oxfordshire	
	Wiltshire	

shire, Shropshire, Norfolk, Essex, Bedfordshire, Hampshire, Kent, Avon, Devon, Oxfordshire, Wiltshire, Powys, Dyfed, Mid-Glamorgan, South Glamorgan, Gwynedd, the Inner London Education Authority and the London boroughs of Hillingdon, Ealing, Hounslow, Richmond, Enfield, Haringey, Waltham Forest, Newham, Bexley and Bromley.

Educational advisers are being offered two-stage pay rises in a deal that would add 13 per cent to their salaries in 15 months.

The local educational authorities have changed proposals, following union complaints that their first offer was divisive, by allocating 16.4 per cent average rises for general advisers, often former headteachers and deputies, and 9.3 per cent rises to subject advisers, recruited from the ranks of heads of department.

A new salary structure has been devised to spread the increase more evenly, with pay now ranging from £14,500 to £28,000.

Educational psychologists are being offered average rises of 9.6 per cent, taking their pay to between £12,000 and £25,000, and youth officers 11.4 per cent, resulting in salaries of between £13,500 and £20,500.

The I.e.s. are offering 4 per cent of the salary increase back-dated to April 1, with the remainder in September. They argue that the increases would seem generous to other local government staff, but the proposals are unlikely to satisfy union leaders when the Southbury negotiating committee meets on June 17. They want to retain salary links with teachers' pay, which is going up by an average of 16.4 per cent in two stages. The matter may go to arbitration.

Support for school meal standards

by Jeremy Sutcliffe

The Coronary Prevention Group is pressing for the reintroduction of minimum nutritional standards for school meals.

The group, made up of nutrition experts, caterers and teachers, has issued new guidelines for healthy eating in schools and has called on the Government to reimpose minimum standards for school dinners.

In a report produced under the chairmanship of Sir Douglas Black, past-president of the Royal College of Physicians, it argues that faced with "persistent long-term unemployment and the current levels of state benefits", school meals are as important now as when they were introduced in 1890.

The report says school meals provide a vital social service for some children, while providing a major opportunity to promote healthy eating and to back up nutrition education.

It also reveals concern among council services and private firms tendering for school meals contracts. The abolition of minimum nutrition standards in 1980 has meant many are forced to "bid blind" - without any idea of the quality, quantity and range of food required.

The report says in-service training should be given to cooks, supervisors and school meals officers to encourage healthy diets and to improve presentation and variety.

Diet or Disease, The Case for School Meals Guidelines, is available from the Coronary Prevention Group, 60 Great Ormond Street, London WC1N 3HR

Lecturers' threat on exam marking

Under and higher education lecturers are threatening to ban exam marking and assessment of students' work as part of a rapidly escalating campaign.

Active strikes and a boycott of administrative duties and the use of an on college business will form the main industrial weapons unless substantial progress is shown at informal talks with local authority employers next Tuesday.

The annual conference at Blackpool of the 75,000-strong National Association of Teachers in Further and Higher Education gave overwhelming support to the proposed long-lasting disruption - including increasing frustration of the leadership has been too slow in imposing sanctions as negotiations have become bogged down.

The exam sanction - on which a strike has still to be held - is unlikely to lead many higher education students to strike, but the dispute could drag on

for months unless a breakthrough appears next month.

NATFHE has rejected a staggered pay rise, averaging 9.3 per cent in a full year, but weighted towards the senior lecturer scales where 15.7 per cent rises would be paid. The union has been operating an overtime ban since January but the action has failed to bring significant concessions from the employer. Strikes and rallies earlier this month were well-supported and encouraged the conference to step up the action.

The employers want the lecturers to agree to a 21-hour teaching week, with the possibility of 24 hours teaching for up to 10 consecutive weeks, a reduction in original demands for 22 and 26 hours respectively. But the lecturers are reluctant to move from present averages of about 18 hours a week for those doing non-advanced work and about 14 hours for others.

Union negotiators privately admit employers have little room for manoeuvre without extra cash from the Government, while the employers believe an approach to ministers (especially if a Tory administration were returned) could only follow big concessions and flexibility by the union.

One in eight of the county's FE staff will have been made redundant by July - equivalent to the closure of a large college - if the authority carries out its latest plan to cut 60 teaching posts.

Last year there were 43 redundancies - 18 of which were compulsory - and the union responded by staging three strikes. Jobs cut under the heading of "outdated skills" included that of a YTS lecturer and librarian. Some posts were subsequently re-advised.

Thatcher rift with Baker

Continued from page 1

would continue to play the same role in choosing GMS pupils as they did now in choosing pupils for the same I.e.s. school. The scheme would not see a return to the 11-plus.

Mrs Thatcher's next intervention came during a weekend phone-in on LBC radio. The Tories were not talking about an 11-plus because an 11-plus was a set exam, she said.

But she told listeners: "It's not a bad thing, you know, to be fully aware of a child's ability by asking for a few written tests, but that is a matter for them, that is not an 11-plus."

Later in the programme she appeared to nail her colours firmly to the grammar school mast. Asked if she would favour their return, she said: "I am a great believer in large cities. I think that they give chances which are not always given by comprehensive schools, and if there are proposals to set up new grammar schools, either from local education authorities or from teachers and parents, that too would be considered."

Mr Baker shed more light on the Tories' education plans on Wednesday when he said the procedure

schools would have to follow if they wanted to opt out.

He said that the governors would have to agree to put the opt-out proposal to parents, who would then vote by postal ballot. A simple majority in favour of parents and governors would be needed.

An application would be made to the Education Secretary, who would reach a decision on the basis of the governors' managerial competence and the school's ability to provide a high standard of education.

Mr Baker said he expected the opt-out schools would have to operate for "a few years" before they could apply to change their character. Until then, they would have to retain the same format, intake and siblings policies they had in the I.e.s. system.

Mr Bryan Gould, Labour's campaign co-ordinator, told *The TES*: "If those opt-out schools will be free to offer higher salaries to teachers, how will they cover these increased costs if not by charging fees?"

Mr Paddy Ashdown, the Alliance education spokesman, estimated the decentralization plans would cost £1.5-2 billion in transport, administration and other costs.

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كلية فكتوريا Victoria College

The Board of Trustees of the American University in Cairo is pleased to announce the establishment of Victoria College of Long Ditton, Nr. Kingston.

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September 1988 Ages 12 and 13 will be added
September 1989 Ages 14 to 18 will be added

If there is a sufficient interest, a program for pre school children will be provided.

Partial scholarships will be available to qualified students.

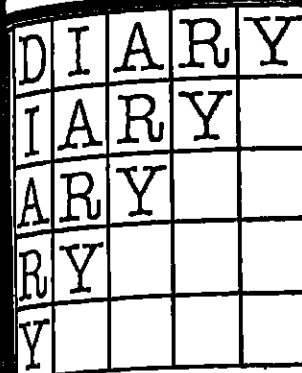
Further information describing the plans of the College, its academic prospectus, and details on the procedures for admission and application forms may be obtained by writing to:

Victoria College

Norfolk House, First Floor, 31 St. James's Square, London SW1Y 4JR.
or Telephone: 01-839 5857, 01-839 7534.



Harold Wilson described the DES as a post-box. Above, James Callaghan in his Ruskin speech called for a Great Debate



Partisan raids

Issue 44, the section in the 1988 Education Act entitled "political information" and intended to free schools from the influence of creeping partisanship and the Campaign for School Disarmament, seems to have been forgotten in the heat of the general election debate.

Specifically, it forbids "the pursuit of partisan political activities" in junior schools, and "the promotion of partisan political views" by primary school teachers.

I was particularly interested to see, then, that the first vote-seeking politician to enter a primary school could be pictured with the darling of the school was the Secretary of State for Education, Mr Kenneth Baker.

And you, perhaps one shouldn't ask too much of this in view of the election pictures of Mrs Glenys Harack, the nation's best-known part-time primary teacher, slaving away at the chalkface in Brent.

Lacks originality

While the Alliance has so far been down something of a hammering by the newly-packaged Labour Party, it has at least taken a lead on one count. On Monday, Liberal leader Mr David Steel gave Mrs Thatcher a verbal beating for her record on education.

Just to spice it up a bit, Alliance magazines decided to present their own version of the school report. It was a rather obvious way of presenting the issue, but it nevertheless succeeded in upsetting Labour. Their spokesman, Mr Giles Hales, had planned to make the case of Labour's education campaign - you guessed it - Mrs Thatcher's lousy school report.

How they did

Looking at school reports, CND's press officer, Mr Alec Howe, has just taken an entertaining little book about how the rich and famous did at school. *School Report* (Weidenfeld and Nicolson, £8.95) has been co-edited by Howe and Brian Sprio who are donating their royalties to Radio 4's charity for children in Africa. It includes a rather flattering account of how the school reports of the likes of George Bernard Shaw, George Orwell, and George Bernard Shaw, who was in the days when schools had books.

Tory hopeful

The Conservatives are canvassing support in some unexpected places. Henry Benn, chair of Ealing council education committee and a leading light of the London left, has just received an election message from the Tory Party chairman, Mr Norman Tebbit, addressed to him at the Ealing North Labour Party headquarters.

The letter, one of hundreds of thousands sent to potential Conservative voters, appeals for cash to help the Tory re-election campaign. It says: "We have set up a fighting fund to ensure the socialists do not get the opportunity to put their plans into practice. Support the fund and you will be put to good use. Needless to say, Mr Benn is not convinced."

Acronym

Lord Donoughue served as policy adviser to two prime ministers. He was Wilson's first education adviser from 1974 to 1979. He was then the head of the Downing Street Policy Unit.

James Meikle reports from the National Association of Head Teachers' conference in Newcastle

Heds repudiate Tory moves to central control

Leaders of the National Association of Head Teachers have launched vigorous attacks on key elements of the Conservatives' election manifesto proposals on education. Mr David Hart, general secretary of the 27,000-strong heads' and deputies' organization, yesterday urged members to resist policies which appeared to undermine local authority control of schools.

And Mr Michael Pipes, the new president, opened the annual conference in Newcastle on Wednesday by suggesting that the Education Secretary wanted to turn education into "mere training".

Mr Kenneth Baker himself has pulled out of an invitation to address the conference today because of the general election campaign.

Mr Hart said the Conservative assault was unjustified, but warned local authorities that they must give heads far more support in running schools. City technology colleges were at best irrelevant to the needs of maintained schools and at worst damaged them. Proposals to opt out of local authority control altogether and to widen parental choice through expanding intake figures "deliberately avoided" the need to throw the Government's weight behind improvements for all children.

He said: "It is easy for a Conservative government to make capital out of the excesses perpetrated by Brent, Ealing or Haringey or the mismanagement demonstrated by the Inner London Education Authority."

"This in no way justifies the assault against all 104 local education authorities and I believe that the NAHT must stand foursquare behind the principle that education should be a national service locally administered."

"At the same time we must support devolution of responsibility to schools, providing it is accompanied by a reduction in inefficiency and bureaucracy at town and county hall level. That is why local financial management should stand or fall as a concept in its own right and must not be seen as part of an assault on local authority control."

Mr Hart set preconditions for co-operation - adequate resourcing, thorough training, administrative support for schools, and extra pay for heads.

The days have gone when our members can be seduced by the argument that because the scheme is for the good of the school and represents an enhancement in the role of the head, that should be enough."

He attacked the Government over resources. "The evidence on books, equipment and buildings is there for all to see, with only three I.e.s.s. providing enough books to meet international standards, two-thirds of schools needing substantial repair and one school in four suffering from shortages of equipment."

The NAHT should contribute constructively to the debate on the national curriculum, recognizing that it might help raise standards (which were not falling even if not rising fast enough), ensure greater continuity of education across the country, and make schools more responsive to parents. Mr Hart said the heads must resist imposition by any government,

as well as opposing the concept of age-related tests.

Mr Hart hoped the NAHT would join other teacher organizations in preparing, where possible, common positions on educational matters, "but we cannot countenance a situation where teacher unions seek to control the schools."

Mr Pipes, head of the City of Portsmouth boys' school, said: "Recent Baker initiatives have dismayed me in so far as they all seem to presume a process model of education."

"If we really are to be plagued with testing at 7, 11 and 14, finally having our education system judged by external examination results at 16-plus, then education really will have been debased to mere training and we shall all fall prey to time and motion study experts or, as in Croydon, to 'management consultants'."

"We all know about management consultants, the people who ask to look at your watch, and then tell you



Rare solution: these Inner London children who are allowed to study projects at the Polytechnic of North London are among the lucky ones. The NAHT says there is a shortage of equipment in many schools

the time and charge you for it."

Mr Pipes continued: "If what Mr Baker really wants for the state education system is that it shall become merely a training process, with a defined national curriculum, attainment targets, regular testing and over-prescriptive contractual terms for teachers, then he is actually setting out how to deny pupils in the state system the full benefit of a genuinely liberating personal educational experience."

Mr Pipes also compared the money spent per pupil in the maintained school sector with that spent by the State on a pupil in an assisted place at an independent school. Using Government figures for 1983/84, published this March, he said: "At that time a secondary school place in the state system cost around £1,025. In the independent sector, however, the cost to the Government of an assisted place was, on average, £380 or 37 per cent more, more than a third as much again."

'Manifesto' rejects Thatcher's promises

An emergency resolution will today call on headteachers to reject vital points in the Conservatives' education platform.

Behind the resolution's anodyne wording lies frustration at Mrs Thatcher's most recent announcement about giving schools the right to opt out of local authority control.

The non-political NAHT, which represents 27,000 heads and deputies, is being asked to debate a five-part "manifesto" to put before the new government after June 11. This implicitly criticizes some Labour authorities for failing to support management of schools, as well as demanding from all parties adequate resources for a coherent education policy.

But the main force of the document is aimed at the Conservatives and their call for support for the "essential strategic role" of I.e.s.s. and the right

of parents to exercise freedom of choice "subject to the need to plan and to maintain an efficient pattern of educational provision in order to meet the needs of all pupils."

Mr David Hart, the NAHT's general secretary, said the association was pro-comprehensive.

Opting-out would mean some form of selection for schools in a two-tier state system.

Parents at such schools would "be expected, to put it at its lowest, to pay additional sums of money to keep these aloof."

The schools would separate themselves from local authority back-up services covering school meals, central purchasing, the use of educational advisers and inspectors, and peripatetic teachers.

"It is therefore obvious to us that they will have to levy fairly significant sums in order to make these schools viable," said Mr Hart.

Technicians could plug gaps

Specialist teachers should be prepared to take larger classes for the sake of getting better technical back up, says Mr Michael Pipes, the NAHT's new president.

He suggested that the school system in England and Wales might have to deploy scarce staff rather than employ "marginally competent teachers".

Critical shortages among scientists, particularly physical scientists, could be overcome by employing technicians. "In Canada recently I saw a practical science class with 63 pupils and only one teacher - but there were three para-professionals trained as technicians giving the teacher valuable support, not only in preparing the lesson, but in the lesson itself."

assisting in the teaching situation. And at the end of the afternoon the teacher took his briefcase of marking and preparation home in his Cadillac, while his support team did the cleaning up."

He said GCSE physics classes could include 26 or 30 pupils if every teacher had a full-time technician.

The technicians would be trained in a limited and defined way to work with pupils, and could be used to set up and explain experiments, said Mr Pipes, a council member of the Institute of Physics.

●The Government was accused of "almost bribing" industry to dictate its requirements to schools, as the NAHT condemned the introduction of city technology colleges.

£3m training gift spurned

Heads say the £3 million offered by a millionaire pearl dealer to open a staff college will not meet the training needs of school management. The proposal by Mr John Jervood for a college for state and independent school heads at Oakham in Lincolnshire has attracted interest from the Government.

But the NAHT says a dozen government-funded regional centres would be more likely to help the 55,000 state school heads and deputies in initial

training and updating courses. They have not put a price on such developments.

Mr Michael Pipes, the new president, said: "We do not believe you can train in one big bang when you are about to begin a hands-on. You need management development all the way through."

A teacher's management role begins the day you open your first classroom door as a probationer."

The road to Ruskin



In this extract from his new book, *Prime Minister**, Bernard Donoughue describes how he helped to establish education firmly on the agenda of the last Labour Government

An area of increasing concern during the 1970s was education. Both major parties - Labour and the Conservatives - opted out of the state system and strengthening the elite sector - were out of touch with broad public opinion as frequently tested in surveys.

The majority of the public were actually content with the basic structure of education as had been established through the introduction of the comprehensive system. However, they wanted to see a more disciplined approach to reinforcing traditional standards in the hope of producing a literate, numerate and employable young generation.

In actual fact, education was surprisingly rarely at the centre of the Labour Cabinet's attention; no educational matter was on the agenda of Harold Wilson's Cabinet throughout our first year in government and in the following years it was still a rare occurrence. (The regular Downing Street civil servants told me that this was true of other governments as well. Certainly the post of Secretary of State for Education is normally a junior one and Sir Keith Joseph's controversial tenure was a rare example of a senior occupant, presumably reflecting Mrs Thatcher's desire to introduce radical changes which would have been beyond the political power of a more junior figure.)

Between 1974-79 the Labour Education Secretaries were Reg Prentice (who seemed inactive), Fred Mulley (who was much more able than many realized, but was not a leading member of the Cabinet), and Shirley Williams (a rising but still junior politician). The problem for all of them was that their department had little power. Education policy was conducted by the local authorities and the teachers' unions with the Department of Education, as Harold Wilson once commented to me, being little more than a post-box between the two.

A further problem was that that minister was burdened with party policy commitments which were based on the assumption that all education problems would be solved by simply throwing money at them or, to be more precise, giving the cash to the teachers' unions. In fact the latter, and especially the National Union of Teachers, had become a major part of the problem.

In all my many dealings with the NUT at that time, I never once heard mention of education or children. The union's prime objective appeared to be

to secure ever-decreasing responsibilities and hours of work for its members and it seemed that the ideal NUT world would be one where teachers and children never entered a school at all - and the executive of the NUT would be in a permanent conference session at a comfortable seaside hotel. This fact was very sad to me personally, as when young I had owed everything to the total dedication of a succession of marvelous teachers in the state school system.

The first serious education question to concern Downing Street (it did not go to Cabinet) was the proposal in January 1975 to set up a committee of inquiry into the management of schools (later established as the Taylor Committee). The initial terms of reference referred to the interests of the local community, itself a welcome new departure, but characteristically made no mention of parents (or for that matter of children).

I briefed the Prime Minister in support of setting up the committee of inquiry, but added a request that parents be considered specifically as a separate legitimate body to be consulted. Although the Department of Education replied that this would deeply offend the teachers' unions, my proposal was adopted.

This was a minor skirmish. There was another in 1975 when Downing Street intervened, with the full support of the Cabinet Secretary, to secure a change at the top of the Department of Education. The existing Permanent Secretary was transferred to a more appropriate department and was replaced by James Hamilton, who had a background in science and engineering and whom I had previously found encouragingly positive on Cabinet Office Committees. However, we had to wait for a new Prime Minister in order to establish education properly on the agenda. The opportunity came with the arrival of James Callaghan as Prime Minister in April 1976. The only premier born in the 20th century who had not benefited from attending Millers, he revealed a deep concern for

the quality of education available to Britain's youth. He was also never afraid to take on the Whitehall establishment.

During his first Easter holiday at Chequers, I sent him a long paper on the possible style and policy interests which he might adopt as Prime Minister. I suggested that although it was undesirable for a Prime Minister to meddle in every department's affairs, it would be no bad thing if he were to identify a few areas of policy of genuine interest to himself where he could try to make an impact, and I put forward education as a leading candidate.

Mr Callaghan responded quickly and positively by asking the Policy Unit to draft a major early speech for him to deliver at an event: came about when he visited Ruskin College, Oxford. I worked on this speech with Elizabeth Arnott, the bright education specialist in the Policy Unit, and in it I included all the feelings which I shared with the Prime Minister on the need for more rigorous educational standards, for greater monitoring and accountability of teachers, for greater concentration on the basic skills of literacy and numeracy, and for giving greater priority to technical, vocational and practical education (between 1967-73 the number of engineering students in Britain had increased by only 5 per cent while sociology increased by 38 per cent, theology by 51 per cent and general arts courses by 169 per cent). We also supported the allocation of more resources to mature students and stepping up the use of educational plant. Mr Callaghan made many personal positive amendments to the draft, the basic principle of which was improving the quality as opposed to the quantity of education at a time when resources were constrained.

The Ruskin speech, which Mr Callaghan called for a Great Debate to begin on education, was delivered to a small and informal audience in north Oxford in October 1976. It received massive and generally friendly coverage as it struck a chord with public opinion. Mr Callaghan's sentiments clearly echoed the deep concerns of many parents (although they offended many people in the party, a surprising number of whom were actually childless, while those who had children frequently resorted to private education).

The education profession reacted, predictably, with less generosity than the public. The NUT was furious. The Department of Education and Science was shocked. Shirley Williams, who had just taken over as Secretary of State from Fred Mulley, was unhappy that the Prime Minister had trespassed into her ministerial territory, opened a can of worms, and then left her to deal with the consequences. The senior chief inspector of schools asked to see me and she conducted a thorough investigation of my motives and objectives (although I sensed that she and the Inspectorate were secretly happy that somebody in power had at last talked about the real educational problems which they saw every day at classroom level).

When the Prime Minister, who had held a long discussion with Fred Mulley about education problems earlier in the summer of 1976, asked the DES to produce a green discussion paper following up the themes which he had identified in his Ruskin speech, officials made it clear that they were not enthusiastic.

They moved slowly and when the draft green paper arrived in June 1977 it was sparse in content and deeply complacent in tone. Only three of its 200 paragraphs were devoted to the criticisms and problems facing our schools; on a quick reading it was therefore possible to conclude that nothing was wrong with British education.

There were only three bland paragraphs on standards and on discipline, and such important questions as the content of the curriculum and the role

of the school in the community were virtually ducked altogether. Parents were discussed only in terms of their being on the receiving end of information, rather than as participants with a personal interest in the education system.

Finally, the draft green paper made only hidden reference to the Ruskin speech and appeared to ignore the debate which had followed. The paper represented Whitehall at its self-satisfied, condescending and unimaginative worst. However, at the same time I was contacted by some of the younger officials at the DES who said that they shared our view of their department's attitude; they too wanted a more positive approach and they hoped that we in Downing Street would insist on improvements.

Shirley Williams also indicated that she was willing to take a more radical line, provided that she could rely on continuing political support from the Prime Minister when the unions inevitably kicked up rough. We were encouraged by these responses and briefed the Prime Minister to insist on a more positive and radical approach. This message was accepted internally but not always publicly (little change was made to the green paper in its final form), and the department slowly moved its stance to one more in line with the principles and proposals set out in Mr Callaghan's Ruskin speech.

The Prime Minister had certainly made his mark on a chosen policy area, as envisaged when he came into office. Ironically, the Ruskin speech became the Whitehall blueprint for what Sir Keith Joseph later attempted, and partly achieved, under Mrs Thatcher's subsequent administration, although from quite different motives. Our intention had been to make the education system meet the needs of education and serve the children of this country, rather than to effect cutbacks in public expenditure.

Had Labour enjoyed the time and demonstrated the will necessary to implement the Ruskin proposals, I believe they would have made teaching and schooling (the most important of human endeavours) a more satisfactory experience, without the battles and demoralization which we have seen in the later fields of education. However, one cannot be sure of this because in Britain the resistance of professional vested interests to radical change of any kind is so great and so instinctive. It may be that we need regular changes of government so that each ruling party can in turn attack the entrenched conservatism of the other party's supporting vested interests.

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* Prime Minister: The Conduct of Policy under Harold Wilson and James Callaghan 1974-1979, by Bernard Donoughue is published this week by Jonathan Cape at £10.95.

Teachers see attractions of new twin set

by Barry Hugill

If teachers, and teachers only, were allowed to vote, the two Davids could now start arguing about who should occupy Number 10. The TES/MORI poll of the profession shows the Alliance with a comfortable 18-point lead over Labour, and the Tories trailing miserably on 24 per cent.



TES-MORI poll

In 1983, teachers threw their weight behind Mrs Thatcher and gave her 44 per cent support. In four years, the Government has dropped a remarkable 20 percentage points, with the Alliance picking up most of them. Labour, with 28 per cent backing, has increased its share by a mere two points as opposed to the 18 points taken by the Alliance.

The image often presented in the press of a profession dominated by the Left is a false one. The TES has conducted polls at every general election since 1974 and not once has Labour's percentage gone above 33. The Conservatives have suffered most at the hands of the Alliance. In 1974, they registered 37 per cent, rising to 52 per cent in 1979, falling to 44 per cent in 1983 and now 24 per cent.

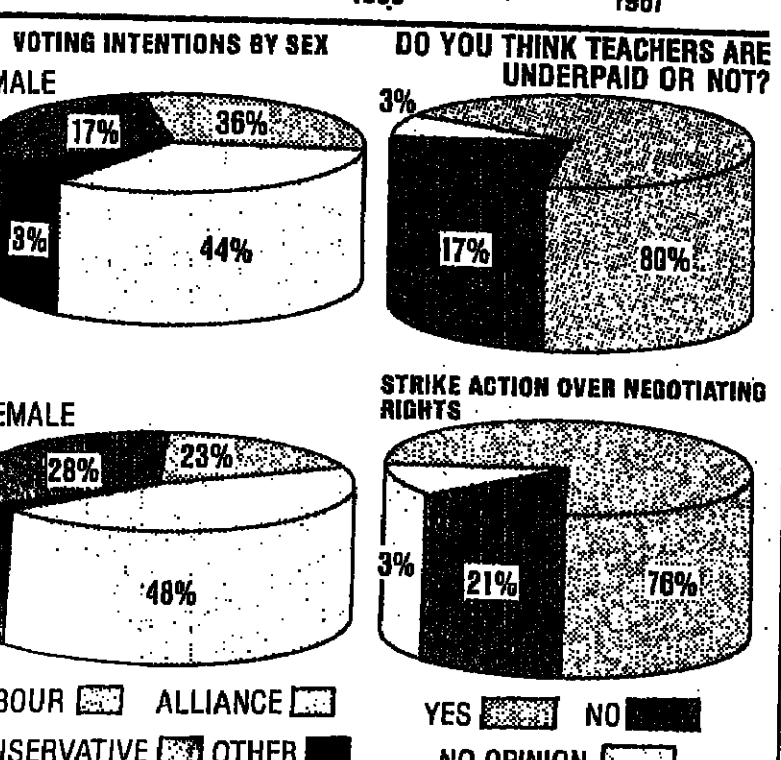
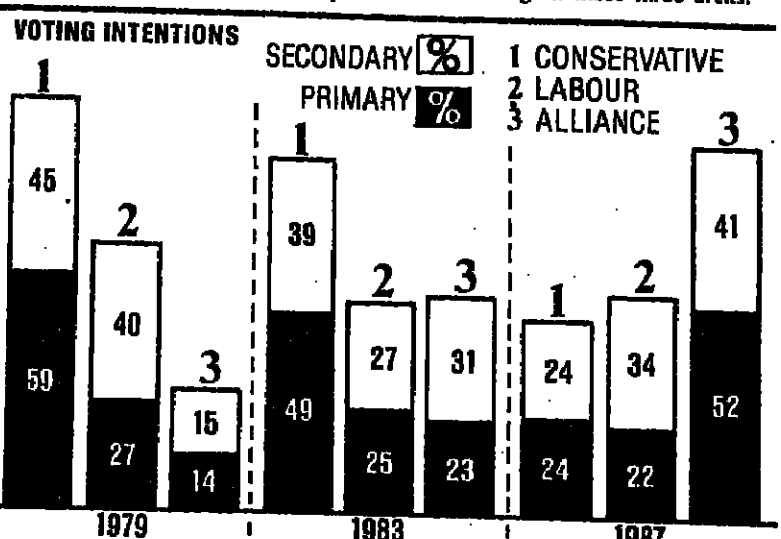
Support for the Alliance is at its strongest among primary school teachers, with more than half (52 per cent) planning to vote for it. In the secondary sector, this falls to a still healthy 41 per cent.

Women are more likely than men to vote Alliance (48 per cent to 44 per cent) and much less prone to vote Labour (23 per cent against 36 per cent). The Tories also do better with women than men (28 per cent to 17 per cent).

Alliance support is solid across the age range. Labour does best with teachers aged between 31 and 40, while backing for the Tories increases with age. Among the over-50s, the Conservatives have 34 per cent support although they still trail the Alliance on 41 per cent.

The swing away from the Tories would seem to be explained by the widespread support among teachers for strike action in protest at the Government's removal of their negotiating rights. A massive 76 per cent believe that the strikes against the removal of negotiating rights are justified.

Teachers, when asked which issues are the most important in helping them to decide how to vote, not surprisingly plumped for education (77 per cent) with unemployment and health as major concerns. This is good news for both Labour and the Alliance, who are concentrating on these three areas.



A Department of Environment Green Paper is alleged to propose charges for music tuition

Charges plan exists, claims Labour

Labour has accused the Conservatives of "covering-up" a plan to allow schools to charge for books, equipment, music tuition, sports and field trips.

The allegation came this week from Labour spokesman Mr Gordon Brown, who said that the plan is contained in a Department of Environment Green Paper on local government charges.

The existence of a review of what schools could, and could not, charge was first revealed in *The TES* last November. The review was initiated by Mrs

Angela Rumbold, then a Minister at the Department of Environment. It followed a series of legal rulings by the High Court and the local ombudsman that under the 1944 Education Act it is illegal for a local authority to charge pupils for out of school activities, such as field trips, that form an essential part of their school work.

The Government has consistently refused to elaborate on the recommendations of the review. A DES spokesman said last week that the review was "under way" and that no further comment could be made. Sources close to the Education

Secretary, Mr Kenneth Baker, have indicated that a re-elected Conservative Government would introduce "tidying-up legislation" clarifying the position.

It is understood that this legislation would grant schools and L.E.A.s the right of discretion in deciding what should and should not be paid for. Mrs Rumbold said in a television interview on Wednesday that the plan was a "Labour scare". She denied that the Conservatives had any intention of obliging parents to pay for music tuition, field trips and other "extras".

Figuring out education spending. The British Society for Social Responsibility in Science, 25 Holsell Road, London N5 1XJ.

Lecturers 'forced to work in squalid environment'

College lecturers are working in "squalor" according to Mr Ken Fletcher, the retiring president of NATFHE.

James Melkie and Ian Nash report from the annual conference of the National Association of Teachers in Further and Higher Education in Blackpool

All college lecturers in Derbyshire must reapply for their jobs under tertiary reorganization through a scheme that is virtually appraisal, Mr John Farmer, a delegate, told the conference.

He said: "We have the assurance that reapplication is almost a formality, but the elaborate application forms are so detailed they are virtually appraisal. Everyone will also be interviewed by an appointment panel with no representative of the further education system."



Tell them this: executive member Mike Farmer (left) makes a point to NATFHE's general secretary Peter Dawson during a debate

Staff sexually harassed

A lecturer was allegedly told she would improve her chances of promotion if she slept with her deputy head of department.

She was one of 84 women staff in Birmingham colleges and adult education courses who complained of sexual harassment, being eyed up and down or made the butt of sexual jokes and innuendo, suffering physical attacks and direct advances from students, male colleagues or, in a minority of cases, other adults.

Adult training schemes condemned

College lecturers rejected an immediate boycott of the Jobs Training Scheme last week after being warned that it would be impossible to police and would divide their union's membership.

But they unanimously condemned new "compulsory" training schemes for adults and called on the TUC to withdraw support from the JTS after hearing the preliminary results of a NATFHE survey which showed that it was being run at the expense of "quality" training courses, especially those aimed at women and ethnic minorities.

More than £2.5 million had already been cut from TOPS schemes, information technology and secretarial courses, industrial training and equal opportunities programmes. Eight out of 10 places on the JTS would be in private colleges such as Sight and Sound and Pimms - recently criticized by the Manpower Services Commission for their lack of trained teachers.

The survey revealed a Government intention to cut current spending by £6 million to fund the JTS. Further education colleges which had already had funds cut included North Manchester (£110,000), Merton (£200,000), Bradford and Ilkley (£244,000). The Government was pressing ahead with the schemes before reports of the pilot projects had been published. Under the JTS, people are required to work three days a week and are given two days' training, one of which is work-based and the other at college. They are paid an allowance equal to their supplementary benefit but lose all other allowances because they are effectively employed.

L.e.a.s offer 'umbrella of protection', says NUT

Teachers who took jobs in schools which opted out of local authority control could find themselves less protected than they were under an L.e.a. umbrella, Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, predicted this week.

He said teachers would be warned of the dangers of working for opted-out schools, although there was always the chance they would become less popular than when under L.e.a. control. "Redeveloping teachers from these schools would mean being sacked."

Teachers' pay could fall if it were set against other factors - the need served by parents, for example, for more computers.

"Teachers will have all these things pointed out to them should the system be set," he said. "Apart from that, I do not know if we would go any further."

Special needs pupils at risk - ILEA chief

The new leader of the Inner London Education Authority, Mr Neil Fletcher, warned this week that Conservative plans to allow London boroughs to run their own education services would prove disastrous for pupils with special needs.

It is understood that Tory-controlled Kensington and Chelsea, Westminster and Wandsworth, will seriously consider "independence" if the Conservatives are re-elected.

Mr Fletcher said that it would be impossible for any single borough to provide a comprehensive service for deaf, blind, partially sighted, autistic and physically handicapped children. He added that "economies of scale" ensured that ILEA could provide a wide range of services, including an inspectorate and advisory service, at reasonable cost.

This contrasts strongly with spending on the military and public order which rose by 22 per cent and 28 per cent respectively. Between 1978 and 1983 more was spent on education than on defence, but by 1984 and 1985 defence overtook education.

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Many teachers are hoping to escape from the classroom after June 11 – by being elected as MPs. Here and opposite *TES* staff talk to a teacher-candidate from each of the three major parties

Underground man surfaces in Mole Valley

by Julia Hagedorn

LABOUR

For the next fortnight, walking to work will be quite a different experience for inner London deputy headteacher Chris King.

He has swapped a stroll down Walworth Road to his south London comprehensive for a walk along Dorking High Street as Labour's hopeful, challenging Mr Kenneth Baker in the leafy Surrey stockbrokers' area of Mole Valley.

With education such an issue in the run-up to the election as well as in the campaign, it was no coincidence that a teacher was chosen to pit his wits against Mr Baker.

However, Chris King is fighting his first election campaign not on an educational platform but on the theme – a united kingdom or a divided one? It is, he says, a salutary experience to compare the two walks. He has a firm, if perhaps naïve, conviction that people in the shire counties simply do not know what is going on in other parts of the country. He will be reminding them.

"It's a question of what kind of country we want to live in. I want to remind people that we have duties as well as rights, and that a civilized society looks after its weaker members."

Much of the strength of his conviction comes from watching his pupils' problems steadily increase during the last two Tory governments. As senior

teacher in charge of running Walworth Lower School, he sees children more often in a pastoral role than an educational one. He is also in contact with around 20 feeder primary schools, their heads, and the curving agencies involved. He talks with passion about a shocking spiral of decline: increasing poverty, violence, depression, marital break-ups, a decaying environment, a lack of hope and, recently, child prostitution.

"As a teacher in inner London, it's your daily bread to take the lid off society and see the underside. It's frightening to think that a Government elected by 30 per cent of the people can condemn another 30 per cent to that kind of life."

Whether he can convince the good burghers of Mole Valley is another matter. But in a safe seat such as this (Conservatives 29,691, Alliance 14,973, Labour 4,147 at the last general election), Chris King is fighting his campaign with more enthusiasm than optimism.

He is realistic about the issues of concern locally: the expansion of Gatwick airport, public transport, good hospital services, and the continuing existence of village schools; issues that are light-years away from his pre-



Chris King: "As a teacher in inner London, it's your daily bread to take the lid off society and see the underside."

occupations as a Labour councillor and chief whip in the London borough of Islington.

But, although he is proud of Islington's record in housing, the under-fives, and decentralization of services, Mr King regards it as equally important to see the problems and aspirations of those in what he calls "an extremely beautiful part of the country". None of us, he says, should be hermetically sealed off from the other. And he did grow up on the Berkshire/Hampshire border.

The environment, he points out, is as important a factor in Mole Valley as it is in the inner city. In the unlikely event of being returned to Parliament, he would fight for an effective regional policy to halt the flow of industry into the south-east in a *faissez-faire* policy that, he says, is turning it into one giant suburb.

As a member of the Labour Party in Islington since 1970, throughout the party's times of trouble when many defected to the SDP, and as a council-

lor until 1982 when he resigned to have more time with his two sons, he has seen the environment as a major effect on the quality of people's lives. Any visitor to Islington will not fail to notice the burgeoning green spaces and the intensive face-lifts of many council blocks.

Anger over Islington's bad press despite these improvements, brought Mr King back into the council last year. Although he has kept the spotlight off Islington fairly successfully since then, he has every sympathy for the so-called "loony left" councils. It suits certain sections of the media to launch such attacks on public services as part of a witch hunt after nine years of Tory government, he says. The quotes as: "If it protests, abolish it. If it challenges, destroy it."

His real fear is that the Tories are out to reduce local education authorities to nothing. Schools will be astounded to see then how little protection they have, he warns.

On education issues, he supports the party's priority for an increased and unified service for the under-fives, seeing this as a way to break the spiral of deprivation. But he is aware that any institutional change will fail without the necessary resources. He equally firmly supports the need for proper education and training. In Islington, he has begun to bring the private and the public sector together in partnership. "They have been shooting at each other over parapets for too long," he thinks.

He is aware that all social reforms – including Labour's education promises – depend on getting the economy on its feet. "We don't get improvement without investment, but that is one of the Government's prime responsibilities to ensure the safety and security of its people. And I'm talking of a defence programme against poverty and sickness and unemployment."

It is a difficult message to get across in an affluent shire county, but one that Chris King firmly believes in.

The far-from-sweet smell of a rural MP's success

by Jeremy Sutcliffe

ALLIANCE

Since her triumphal entry to the House of Commons a year ago, Mrs Elizabeth Shields, the victor of the Ryedale by-election, has wasted no time in fertilizing the grassroots.

Her major success as an MP – the first woman Liberal member since Megan Lloyd George – has been to get the statute-books a Bill designed to improve the disposal of pig slurry. With one in five voters in this prosperous rural North Yorkshire seat dependent for a living on agriculture, pig issues are not to be sniffed at. Mrs Shields is proud of her record, having spoken 15 times in Commons debates. (Her predecessor, the Tory MP Mr John Spence, she claims, spoke only once in his last year.)

Her sensational by-election victory, taking a 16,142-vote Tory majority into a 4,940 Liberal one, sent shock waves through what was then a faltering Conservative administration. A key issue in the by-election, and one taking place simultaneously in Derbyshire West, was education. During the campaign the Government – repeatedly alarmed by private opinion polls about the extent of parents' concern – announced an extra £20 million to shore up the new GCSE exam.

Weeks after the double by-election (later for the Tories (they only clung to Derbyshire West – another "safe" seat – by 100 votes) Sir Keith Joseph was eased out to be replaced by Kenneth Baker.

For that reason, when the history books come to be written, the Ryedale by-election could be seen as a turning point not just for Tory electoral fortunes, but for the history of education. For since then Mr Baker has used his presidential skills, and a flurry of promising initiatives, to turn education from a certain vote-loser for the Tories into a potential winner.

Mr Baker's successes may yet prove enough to turn back the yellow tide of liberalism in traditionally true blue Ryedale, but it will not be easy. In this county's district council elections, the Alliance gained four more seats, making it the largest party, leaving the Tories only nine seats.

It may be significant that the group which has traditionally dominated politics in Ryedale is the Independents, who now hold 16 seats. Hitherto, 20th-century politics have not found large here.

The independent, non-party politician will thus be critical in the seat at the general election and all the signs are that that will help Mrs Shields. Intriguingly, the Conservatives' decision to go for a radical third term may do just this small "c" conservative vote for the Liberals, who will be stressing the dangers of upheaval. In this respect, education is their strongest card.

The comprehensive schools throughout Ryedale have got very high standards. Education here is working very well and there is no reason for Mr Baker to start tinkering with it," says Mrs Shields.

Education, she believes, will be one of the main issues in the present campaign, particularly under-represented for the GCSE and the threat to small schools.

While in rural Ryedale the Govern-

ment may score in its message of more power to parents and heads, the more radical right-wing issues espoused by Mr Baker – CTEs and the right of schools to opt out of local government – are not an issue. It is as if there are separate education debates going on, one in the rural shires and quite another in the Labour-dominated urban areas, where the teaching of anti-racism and anti-sexism will also loom large.

As far as Ryedale is concerned, there is every reason to expect that Mrs Shields to power are now no less acute. As an ex-Scale 2 classics teacher at Malton comprehensive school, she is also out to capture the teachers' vote, and believes parents, no less than teachers, are dismayed at the loss of morale in the profession. Their recent loss of negotiating rights has made matters even worse, she believes.

While education will, she says, be a bigger local issue than unemployment (at 5 per cent, among the lowest in the north), other issues will be as important, if not more so, notably agriculture, pensions and housing.

If Mrs Shields' victory, which marked an 18.4 per cent swing to the Alliance, was one of the biggest surprises of the last Parliament, one of the least surprising was the fate of the merchant banker who stood for the Conservatives, and threw it away. Predictably, his political career is over. Instead, the sitting MP will face a local Tory councillor, while the Labour candidate (who polled 4,633 in the by-election) has also been replaced.



Elizabeth Shields: first woman Liberal MP since Megan Lloyd George

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Freedom song of an old Harrovian

by Iola Smith

CONSERVATIVE

One constituency where education will be a key issue is the Wiltshire town of Salisbury, where the present MP is ex-Harrow public school teacher, Mr Robert Key.

Mr Key, a Conservative MP since 1983, has been acting as a parliamentary consultant to his union, the Assistant Masters' and Mistresses' Association, during that period.

His teaching career may have been in independent schools – but he has links with the state system, too. He has been



Robert Key: "State schools have to go through a bureaucratic machine just to get a fence mended."

a governor of an Inner London Education Authority comprehensive school and a parent governor of the primary school in Harrow where his children went to school.

Education certainly will be an issue in Salisbury – a large rural constituency despite taking its name from the town – since small schools abound in the area.

So, for Mr Key, Mr Kenneth Baker's announcement that he wishes to safeguard small schools could not have been more timely.

Mr Key – a teacher for 16 years and the son of an independent school founder – is an enthusiast for the sections in the Conservatives' education manifesto that call for a reduction in L.E.A. control of education, an increase in parental choice, and a common core curriculum.

His commitment to increasing schools' autonomy dates back to his Harrow days, when he was also gov-

ernor of three ILEA schools. "I contrasted Harrow school's responsibility for its own well-being with the state sector going through a bureaucratic machine just to get a fence mended," he said.

"Such constraints reduce teachers' professionalism, and, as a result, I support the idea of enabling schools to break free of L.E.A.s if they so wish."

"Such schools would offer a free education, but would be centrally funded with the governors and head controlling the budget. Training in skills would be given to governors to assist them to fulfil their duties. And their status would increase in consequence."

"Threatened grammar schools are likely to take up the autonomy offer, he believes. Key envisages that currently unviable small rural primary schools would also be included. These could continue to serve the community with-

out being a burden on the L.E.A.s. The autonomy option would naturally reduce L.E.A.s' power, but Key suggests that they would still have a role to play in educational management as only a minority of schools (at least initially) would choose to participate.

"There will be opposition from L.E.A.s because they will not want to lose control," he admits. "Some teachers may also be worried by the idea. But, judging from my own experience at Harrow, they should welcome the freedom from interference which autonomy would bring."

As MP for a largely rural constituency, he feels that Kenneth Baker's decision to safeguard small schools was "a victory for common sense."

"My own daughters are educated at a 60-pupil village primary, and I'm satisfied that they receive as good an education there as they would in a larger school. And village schools are vital to rural community life."

Transport is a major problem in country districts. Increasing traffic and crimes against children mean that parents are unwilling to allow long walks to school. Yet, school transport is an expensive item for families dependent on agricultural wages.

A comprehensive school near Salisbury came up with an innovative solution – running its own bus service. Free transport could be provided for pupils, with the bus earning its keep by operating a commercial service during the day. This plan was rejected by the Alliance council, but Robert Key believes that both it and similar projects should be given the go ahead because they serve the community as well as school.

Regarding the core curriculum, Key says: "We cannot afford to ignore the vocational emphasis offered by our competitors. We need an employment-oriented wealth-creating curriculum in addition to traditional academic skills. And to ensure that syllabuses are relevant to local job needs, we wish to include more business people on governing bodies."

has to recruit three-quarters of its staff in northern England because local youngsters are not skilled in electronic assembly.

His involvement with AMMA has brought Robert Key to the forefront of the controversial issue of teacher appraisal.

"It has been misunderstood," he said. "It is not a means of weeding out poor teachers, but a positive method of improving individual performance – essential if the status of the teaching profession is to be raised."

However, he is not a whole-hearted supporter of merit payments. "Having been in the classroom, I realize that some teachers prefer face-to-face teaching while others opt for administration. It is difficult to decide which deserves reward. The system does give heads an opportunity to acknowledge dedicated teachers who are not on senior pay scales. Yet, it has its dangers."

After attending AMMA's recent conference, Robert Key is well aware of teachers' frustration following the removal of their negotiating rights. But he defends Kenneth Baker's position. "He was forced into action because of the deadlock arising from Burnham's breakdown. He decided on a three-year cooling-off period to give the unions an opportunity to get together and negotiate as a team."

"Kenneth Baker, however, didn't want to wait three years. If possible, he would like to establish a new negotiating body soon after the election, and he has already met some teachers' leaders to discuss the future."

The problem, according to Robert Key, is that teachers are opposed to change. He realizes that they carry a heavy workload "and are wrongly blamed for all the ills of society from drugs to promiscuity". But he feels that increasing professionalism would be a better way of obtaining the higher pay and status that they deserve.

"Confrontation is not the answer. Teachers in West Germany have higher status, more money and shorter working hours than their counterparts in the UK. They didn't get these improve-



Elizabeth Shields: first woman Liberal MP since Megan Lloyd George

NEWS FOCUS

A revolution begins in Solihull

CTCs
Ian Nash studies the preparations for the country's first city technology college

When Sir Keith Joseph was Education Secretary, his think tank - the right-wing Centre for Policy Studies - called for 100 technical schools to be set up throughout England and Wales to be run by the Government in an attempt to break down the uniformity of secondary schools.

Not all the critics of the idea were on the left: many right-wingers had blessed the demise of technical grammar schools in the 1960s. The CPS suggestion was quietly shelved.

There were strong feelings of *deja vu* at the Conservative Party conference last year, therefore, when Mr Kenneth Baker, announced plans for 20 city technology colleges (CTCs). He contended that by setting up "selective" and "all-ability" comprehensive schools with a technological bias.

A leading proponent of the think-tank proposal was Mr Cyril Taylor, now chairman of the CTC Trust. He brought the business acumen that the hard political statement needed, enticed sponsors, and was instrumental in giving the International Organization for Rehabilitation through Training (ORT) a curriculum support role and a seat on the board of the charitable trust.

It cannot be denied that the ORT is unrivalled in providing technical secondary education and remarkably effective in giving high-grade vocational training to low academic achievers. The question is - partly political arguments aside - whether or not there is a place for such educational provision.

If there is, further questions need answering - on whether the free enterprise model is the best for delivering the CTC experiment, what effects the colleges will have on neighbouring schools, and what local education authorities should do to prepare people for the new educational changes?

The Solihull CTC proposal on the site of the condemned Kingshurst school is further down the road to testing these questions. Mr Brendan McGuinness, a former army major-general and head of education liaison for the Engineering Employers' West Midlands Association, is to set up the first high-tech school.

He believes CTCs have touched a need like no other previous proposal. "We will embrace the national curriculum with a strong additional element of science and technology. It is a golden opportunity to embrace all that is best in school-industry links. I am clear in my mind that the 1,000 youngsters will benefit profoundly."

Industrialists have been demanding a say in the curriculum. "Their bluff is now being called. Sponsors must not abandon their existing commitment to other schools. I personally will watch them like a hawk," he said.

A curriculum modelled on the White Paper *Designing Schools* and the best of TVEI schemes will be modified in consultation with employers and teachers. "We cannot afford to be too revolutionary," he said, with one eye on the new technology experiment, Letchworth 2000, and the other on modular schemes.

Stressing the "comprehensive" nature of the schools and the "all-ability" intake, he echoed the ORT philosophy that holds out some hope for those pupils currently leaving with nothing. "They will not be guaranteed jobs but will have a fairer chance of competing."

No one denies that Chelmsley Wood - the squalid inner-city area in the north of the borough - desperately needs something. It has an appallingly low 16-plus stay-on rate of 18 per cent, and fewer than one in four school-leavers has even one O level, in a market where 30 per cent of adults are unemployed.

Solihull education authority is politically committed to CTCs. Unfortunately, there is little evidence to suggest that politicians listened to the educational arguments for the majority of pupils before lending the site.

When asked what consultation was planned between the L.E.A. and the local people, a spokeswoman said: "We have sold the school, and what happens to it is nothing to do with us. If you want to know about the catchment area and the rest, you will have to speak to the owners."

Councilors appear to have gone against the advice of education officers who warned that one school could face closure as a result of the CTC. With its build-up to 1,000 pupils, "there could be a knock-on effect at Simon Digby," they said. Parents and the teacher unions saw the warning as enough to seal the fate of the school.

The predicted population for 1988 in the four schools serving the area (excluding Archbishop Grimshaw, a voluntary-aided Roman Catholic school) is 3,495 with 140 in sixth forms - remaining constant over five years. But the preferred CTC catchment area, according to Mr Baker, is 5,000. Recruitment will therefore spill over into Birmingham.

With imminent plans to recruit for years 1 and 6 (phasing in the rest), the effect on neighbouring sixth forms could be rapid and dramatic.

Solihull already takes 800 pupils from Birmingham, in the middle-class flight to the leafy glades of the south. The L.E.A. calculations depend on a further 320 pupils flooding across the border to the CTC.

When Solihull was chosen for the first stage of the Technical and Vocational Education Initiative pilot project, it concentrated efforts on the north - the area for which the CTC is planned. The education officer had more advice. "Establishment of a CTC at Kingshurst could affect the second-phase TVEI project starting in 1988."

Concern was expressed over the capacity for work experience locally, staffing of shortage subjects and company placements for teachers. Teachers too were angry that the L.E.A. should demand two bites of the cherry with government money for initiatives that clashed.

Mr McGuinness has plans to ensure that such commitments are not dropped by industry. But how far he can be a trouble-shooter for the discontent that could arise on so many fronts following the L.E.A.'s moves to distance itself from the project is debatable.

Since the site was leased, a spokesman for the National Association of Head Teachers said: "No discussions have taken place regarding the catchment area. And what of primary schools? They will have to assess attitude and motivation of youngsters with little experience of technical and vocational work. What is the authority doing for them? He was not opposed to selection on the principles of the CTC but thought it was a more 'realistic age'." The union nationally says CTCs would be fine set alongside other schools of excellence in areas such as the arts and humanities.

The Secondary Heads Association dismissed the CTC proposal, saying: "We fear that it will simply impoverish the maintained sector."

Parents questioned in the south of Solihull last week often suggested 13 or 14 as a better starting point. Some saw parallels with the L.E.A.'s unsuccessful attempt to reintroduce grammar schools in the early 1980s. It was a cynical move by the authority, having been kicked in the teeth over selection, said a few.

Mrs Joan Salis, who chairs the Campaign for the Advancement of State Education (CASE), was concerned that the parents would miss the point that if the college were not available to all then it would be as "selective and divisive socially" as the grammar school system.

But a walk - a very long walk - through the borough shows that Solihull is already divided. Mr Peter Thompson, a seasoned CASE campaigner against selection in the borough, said: "I don't think there is much feeling one way or the other about CTCs. We are relatively smug in Solihull because the status quo has been maintained."

What he meant was that the status quo in the south was maintained. Few parents there thought the schools failed their children, and they did not want anything to do with the CTC in "that dreadful north", as one parent said.

Between now and June 11, the NUS will be campaigning hard to put its view of the Government's record across - 25,000 places removed from higher education since 1979, a 21 per cent decline in the value of grants, and a 200 per cent increase in parental financial contributions. Student housing and benefits will also be issues, and unemployment, particularly in the FE sector where the union is recruiting more and more people who are on the

Ignorance - what's happened to students under the Conservative Government since 1979? is heavily critical of the Tory record on education.

The NUS leadership, dominated by the Kinrossite Labour left, points to private Labour polls which suggest a 12-point Tory lead among young people under 24 at the last general election has been turned into a 12-point Labour lead in 1987.

NUS leaders believe that if such a lead is maintained, and with the added impact of their registration campaign, the damage to the Tories could be enormous. The contents of the party manifesto, published last week, relating to student interests are likely to damage the Conservatives.

Certainly, the NUS leadership is going out of its way to be friendly to the Opposition. "We welcome the recognition of both the Labour and Alliance parties that all is far from well with the current level of student grants," says the union's president, Ms Vicky Phillips.

"We are delighted that both the Opposition parties have said they will introduce allowances for those wishing to continue their education after the age of 16. The NUS remains opposed to any system of loans, including the top-up loans idea referred to in the Conservative manifesto, which far from widening access would stop many already disadvantaged people from entering higher education."

Last week the Labour leader, Mr Neil Kinnock, pledged to introduce a school and college students aged over 16. Coupled with the Tory education plan on top-up loans, there could be yet a further fall in the Conservative youth vote.

But which way will the student vote go? While the union is officially not backing any party, being a "non-political" organization, its campaign literature (notably "Don't Die In

Such voting power could well unsettle the Conservative MP for Newcastle upon Tyne, Central, Mr Piers Merchant, who is defending a 2,228 majority over Labour. Although only one-twenty-seventh on the NUS list, it is one of the seats most likely to switch as a direct result of the NUS campaign, with around 10,000 students living in the constituency.

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CTCs' HISTORY

April 1986
Centre for Policy Studies calls for experiment in DES-funded schools to break up comprehensive model; debate follows, including call for 100 technical schools

September 1986
The TES breaks news that statement on 20 technical schools, funded by Government, would be announced at Conservative Party annual conference

October
Pilot scheme for 20 CTCs announced at Tory conference

DES booklet launched, spelling out broad funding and curriculum guidelines

December
Solihull chosen for first CTC on site of Kingshurst school

February 1987
Mr Cyril Taylor, director of American Institute for Foreign Study, appointed as Mr Baker's adviser on CTCs

Hanson Industries pledge £1 million to become first sponsor of a CTC in Solihull - supported by Lucas Industries

April
Dixon's becomes second sponsor and seeks site in Doncaster area

May
CTC Trust formed as co-ordinating body for individual CTCs; given charitable status, allowing tax concessions to sponsors

DES announces further support through grants to pay interest on mortgages

Labour-controlled Langbaurgh District Council provides CTC site in Teesside

Harris Queensway becomes third sponsor to pledge £1 million and seeks site in Wandsworth

But then, the fight against reintroduction of selection never involved parents in the north very much. It was a middle-class revolt to protect comprehensives that were already seen as "good grammar schools for all".

Similarly, comprehensives in the north were often seen as being "too bad as secondary moderns". From different viewpoints, a consensus among parents across the borough seems to support this.

The ORT formula, topped up with a measure of academic and technological excellence for the high fliers, is appealing to many in the north, who see no other escape. There will be no shortage of candidates with eager parents from primary schools in and around Chelmsley Wood.

Youth Training Scheme.

The signs are that the Government is doing relatively badly among young voters this time. With one in six under-24s excluded from electoral registers, according to a recent Home Office study (more than a million voters), it remains to be seen whether Britain's youth will help return Mrs Thatcher for a third term. The NUS campaign could be crucial in denying her a place in the record books.

THE NUS LIST OF MARGINALS (LAST ELECTION)

Constituency	Party	Majority	Constituency	Party	Majority
1 Leicester South	Con	7	28 Swansea West	Lab	230
2 Richmond & Barnes	Con	74	29 Manchester	Lab	1716
3 Stockton South	All	102	30 Wirthington	Con	2373
4 Wolverhampton NE	Lab	214	31 Doncaster Central	Lab	2506
5 Creke & Nantwich	Lab	250	32 Edinburgh Central	Lab	2556
6 Wakefield	Lab	380	33 Coventry SE	Con	3106
7 Wellingborough	Lab	383	34 Slough	Con	3189
8 Chelmsford	Con	378	35 Cardiff West	Lab	3337
9 Derby South	Lab	421	36 Hammersmith & Fulham	Con	3370
10 Wrotham	Lab	424	37 Yeovil	All	3406
11 Edinburgh West	Con	498	38 Cardiff Central	Con	3485
12 Newport West	Con	581	39 Fulham	Lab	3568
13 Newcastle-Upon-Tyne	Lab	789	40 Derby North	Con	3581
14 Leicester East	Con	1184	41 Aberdeen South	Con	3647
15 Glasgow Hillhead	All	1287	42 York	Con	3699
16 Oxford East	Con	1341	43 Hove & Wood Green	Con	3699
17 Portsmouth South	All	1484	44 Huddersfield	Lab	3956
18 Nottingham East	Con	1648	45 Liverpool Mossley Hill	All	4196
19 Shildon	Lab	1802	46 Brent East	Lab	4834
20 Bradford North	Con	1716	47 Southampton Itchen	Con	5290
21 Norwich South	Con	1712	48 Birmingham Selly Oak	Con	5396
22 Bristol East	Con	1789	49 Nottingham South	Con	5716
23 Kingston	Con	1797	50 Cambridge	Con	5968
24 City of Durham	Lab	1973	51 Brighton & Hove	Lab	6000
25 Leeds West	All	2048	52 Brighton & Hove	Lab	6000
26 Newcastle-Upon-Tyne Central	Con	2228			

NEWS FOCUS

Close reading between Tory ledger lines

PUBLIC SPENDING
Expenditure on education has become a major political issue during the election campaign. Tony Travers analyses what has happened to the budget since Mrs Thatcher became Prime Minister in 1979

General elections encourage politicians to make all kinds of claims about the education system. Ministers argue that provision has never been better, while Opposition spokesmen produce figures which suggest failure. The truth about developments in education gets lost in the debate. The Tories and Labour here attempt to give a statistical picture about education provision and performance since 1979.

Education and national resources: The proportion of national output devoted to education has remained broadly constant within rising national output, education spending as a proportion of gross domestic product declined in each year until 1986/87. Education as a proportion of public spending also peaked in 1980/81, before falling until 1986/87.

The large real increase in current and capital spending in 1986/87 pushed up the proportion of GDP and public spending given to education. Planned spending levels for the next three years are shown as proportions of expected GDP and public expenditure. In each case, planned spending would, if achieved, see education falling as a national priority.

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PRIMARY

Sarah Bayliss speaks to Jeremy Rowe, director of the National Festival of Voices

Lifting the roof off the Albert Hall

At a tiny village school in rural Essex, the dozen children who make up the junior department are learning some new songs. In five weeks' time they will travel to London with their teacher and some parents to join a choir of 1,600 children for an extraordinary concert at the Royal Albert Hall.

Jeremy Rowe, the director and mastermind of the National Festival of Voices, is confident that it will be a momentous occasion. "They will work very hard and they will produce an astonishing sound."

From experience of conducting slightly smaller-scale events in Oxfordshire - involving 500 children at a time - he believes that a mass children's choir is "one of the greatest ways in which parents and teachers can come together and see the real power of what children can do."

And he predicts that by the end of the programme there won't be a dry eye in the house. "It's a highly emotional experience. A number of children will end up with tears streaming down their faces."

The event on July 2 is being staged - at some financial risk - by the National Association for Primary Education. Places in the choir have been allocated through NAFE branches and hundreds of schools have been preparing the same programme of songs for some weeks.

On the day itself the children will spend the afternoon rehearsing with Jeremy Rowe before the performance begins at 5pm. "My job is to weld all the bits into a whole - bringing together that wonderful, corporate feeling."

Mervyn Benford, NAFE secretary, festival administrator and an Oxfordshire head, has witnessed the success of Jeremy Rowe's work. "He is one of life's real optimists. There's an innocence and freshness about young children's singing which is all the more



A combination of "cheek and charisma" gets them singing

powerful when they are brought together in this way.

The festival is intended to break even, but it also has the potential to become the major fund-raiser which NAFE badly needs. Because of the financial risks involved - hiring the Steinway Grand costs £500 alone - NAFE has secured the help of nine publishers to underwrite the event and to deal with copyright issues.

By popular demand, Jeremy Rowe has been conducting mass choirs in Oxfordshire since 1984 in the huge lecture theatre at the John Radcliffe hospital with 2,000 children and 2,000 parents taking part over four days.

He claims to have no more musical expertise than a lot of teachers and to have "less than many". He has never had a formal music training, it wasn't one of the subjects for his BEd at Portsmouth Polytechnic, and even now he is not the main music specialist at St Andrew's first school in Headington, Oxford, where he is deputy head.

However, he admits that for as long as he can remember he has been able to read music and that he probably

picked it up when he was learning to read the written word. He also concedes a strong family background in music and a combination of "cheek and charisma" which allows him to "stand up and get them singing".

His father was an accountant who lived for music - setting up choirs and choral societies in Dorset where they lived. By the age of six Jeremy was regularly attending concerts of the Bournemouth Philharmonic Orchestra, and by the age of 11 he was running its fan club.

He claims that Poole grammar school gave him virtually no music education, although in the sixth-form he was allowed to run a piano competition. However, he was a choirboy until his voice broke - late at 14 - and he never lost his love of music. "For boys the image of music is often wrong - it's not macho enough and they turn off," he says.

With his parents' blessing he turned down a place at a cathedral choir school. Today he has a "hunch" that he has got further in music by avoiding formal training.

freedom to write", drawing on their personal experiences and offering new opportunities and environments. Holding writing camps for elementary schoolchildren has become a feature of his summer holidays and this half term will be spent in Detroit.

He is now among a core of British primary experts whose experience and sense of purpose is in demand from American teachers who are "swimming against the tide" of benchmarks and tests in their own country.

His experience in America has helped to make him optimistic about the future of primary education in Britain. "It's given me a glimpse of the awfulness to come, but it's made me quite buoyant because American teachers have survived, in spite of the policies they've been subjected to. I also know a lot of terrific teachers here who are determined not to see children sink beneath the tide of Kenneth Baker's ideas."

His work and performances in Oxfordshire have given him a strong faith in what he calls charismatic education. "That's the way we're going to survive all this political lark," he says that daily doses of inspiration from Tim Brighouse, Oxfordshire's chief education officer, and from Bill Lear, the county's chief adviser, give teachers the will to carry on "in spite of being down-trodden by the telly and the press".

Our conversation, squeezed into a school lunch-hour, had overrun by 20 minutes, but his class of 29 seven-to-nine year olds had been told to carry on regardless with their project on architecture. On the wall was the page layout for a pilot book for Macmillan Education to be written by the children themselves. "There's lots of maths, English, all sorts in it," he explains, sweeping an arm round the class.

They all seem engrossed in their work, usually in pairs, constructing models of great buildings of the world. "This is the White House, that's Coventry Cathedral and I think that's Big Ben over there," he says, plunging back into his real work.

Tickets for the Festival of Voices are available from the Royal Albert Hall: adults £2.50, children aged 5-16 £2. For credit card bookings ring 01-589 8212.

He emphasizes giving children "the



There may be using the drug on normal children to help them excel

Study-aid in pill form

A new type of drug problem has hit the schools of America. This time it is not marijuana or cocaine, and the culprits are not the students - they are their teachers and their parents. The name of the drug is Ritalin.

There is nothing illegal about Ritalin (trade name for methylphenidate hydrochloride) itself. For the past 30 years it has been commonly prescribed to treat hyperactive children.

What is causing concern is the fact that use of the drug appears to be rising. According to the Federal Drug Enforcement Administration, which regulates the production of all controlled substances, demand has doubled in the past two years.

The reason appears to be that another use has been found for Ritalin. It is being used to treat "attention deficit disorder", which is believed to affect some 3 to 9 per cent of America's 8 million pre-adolescent children. Such children tend to be impulsive, easily distracted, and unable to concentrate. They often do poorly in school.

School officials and doctors claim that Ritalin allows pupils with this disorder to concentrate and focus their attention, and often results in improved academic performance.

The fear is that it is being used on otherwise normal children whose underachievement in class results from family problems, emotional difficulties, or inadequate instruction. In other words, say the critics, some teachers are using the drug to manage children they cannot control.

Depression is also growing that parents may be using the drug to boost their children's examination results. A recent survey in Georgia showed that 50 per cent of the state sales of Ritalin have been made by chemists in the suburban north of Atlanta.

Parents have complained that they are being pressured by teachers to put their children on Ritalin, and a state legislative committee is to investigate.

Among these people there is an intense desire to have their child "controlled", said Andy Watry, executive director of the State Board of Medical Examiners. "For some teachers and parents, there may be a tendency to look at Ritalin as a cure-all, a magic pill, that will make the child succeed."

Erasmus, the European Community's scheme designed to boost student mobility between member states, has at last been given the go ahead by education ministers, though with a budget of less than half that originally proposed.

Last week's education council, under the chairmanship of Belgium's new francophone education minister, M. Antoine Diquenne, approved a budget of 85 million European Community Units (ECUs) for the first three years of Erasmus.

About 25,000 EEC students are expected to spend time studying abroad under the scheme during that period, with a grant worth on average 2,000 ECUs.

The first year of the programme, due to start in July, will give priority to the establishment of a European network of co-operation between universities and

UNITED STATES

Bill Norris on the drug that teachers recommend

If that is what is happening, parents and teachers are taking a risk. The drug has a number of known side-effects, including loss of weight, irritability, insomnia, and nervousness. These are likely to be especially marked in children who do not suffer from attention deficit disorder.

One of the Georgia parents who has complained, Mrs Lavarne Parker, claims that teachers persuaded her to put her son, then aged 10, on Ritalin. She alleges that it caused him to suffer hallucinations and made him suicidal.

The state with the highest per capita consumption of Ritalin is Utah, where use is four times the national average. There, investigations are being carried out by the state division of occupational and professional licensing.

"The problem is, we really don't know why we use so much here," said Mr David Robinson, the division's director. "Is Ritalin just trendy these days because doctors are over-diagnosing a problem?" Mr Robinson is trying to find out whether Ritalin is now being sold illegally on the streets.

Utah consumes about twice as much of the drug as the next highest state, but this may be due in part to its high birth-rate and large number of children. Other states with a high rate of use include Michigan, Georgia, Maryland and Iowa. New York and New Jersey are among the lowest.

Ritalin is a stimulant. No one knows exactly how it works, or even what causes attention deficit disorder. "It's a problem in the brain's ability to filter out stimuli," said Dr Michael Levine, a psychiatrist and child development specialist in Texas.

Dr Levine believes that many school districts are pressuring parents to obtain Ritalin for their children. "I know of instances told parents that they thought their children needed Ritalin, and then gave them the names of physicians they knew would prescribe it," he said.

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other higher education institutions - which will build on the community's joint study programme started in 1976 - and to improving mutual recognition of academic diplomas, ensuring that the periods spent studying abroad under Erasmus are counted as an integral part of qualifications.

Although the approved budget was less than half the 175 million ECUs originally proposed by the European Commission, and all 12 member states had publicly given political support to Erasmus, the adoption of the scheme last week was by no means a foregone

OVERSEAS

Selection debate shapes the law of the Länder

WEST GERMANY

Paul Bendelow looks at political influence on school choice

The new government of the state of Hesse has acted swiftly to block enforcement of a two-year, non-selective "orientation" phase between primary school and tripartite secondary education.

The first act of the new centre-right government, following its narrow victory in April's regional elections, was to overthrow legislation requiring local authorities to introduce by this autumn the non-selective *Förderstufe*, as it is known, for all Hesse's 10 to 12-year-olds. Nearly three-quarters of the age group are already encompassed by the *Förderstufe* system, but Frankfurt, Fulda and six rural districts had been holding out.

The question of the age at which selection should take place has a long history in Hesse, beginning with the general consensus in the late 1950s that four years of primary school were an inadequate basis for determining a child's future education.

Thirty years on, that consensus no longer exists, and last year opposition Christian Democrat MPs spearheaded an attempt to thwart the Social Democrat/Green coalition's plans for the state-wide extension of the orientation stage. The attempt failed in February, when the High Court in Hesse ruled that the *Förderstufe*, leading to selection after six years of non-differentiated education, did not violate parents' constitutionally-guaranteed freedom to choose their children's type of secondary school.

This freedom of choice was a prominent issue in the election campaign, and parents, teachers and pupils held demonstrations aimed at turning the tide against comprehensive education, in which Hesse has always been a forerunner. If the new government's bill goes through, it will widely be seen as a further consolidation of the traditional tripartite system and a defeat for those advocating non-selection or, at least, later selection.

The legislation has been attacked by the Social Democrats, now in opposition, as "an enabling act being driven through parliament with unprecedented haste" in a bid to "obliterate 40 years of educational development".

Hesse's new education minister, Herr Christean Wagner, has said the speed was necessary if schools were to avoid having to introduce the *Förderstufe* this autumn, only to abandon it next year.

The new law, however, will go further than simply undoing the previous government's legislation. It requires schools which introduced the *Förderstufe* last year to reinstate selection for 10 and 11-year-olds, if the parents of at least 20 children want it.

Schools with a longer tradition of the *Förderstufe* must produce plans for reintroducing the tripartite structure by the end of March next year. For the *Förderstufe* to continue to exist in a school will require 60, or in exceptional cases, 40, parental applications. Even where the system is retained, streaming in the key subject of German is to be reinstated next year.

The *Förderstufe* - like comprehensive education in general - has been approached with varying degrees of

commitment in the 11 federal regions. Last September, a government report in Hamburg recommended the retention of the two-year orientation phase, in its present experimental form, as long as enough parents were in favour.

In Lower Saxony, the regional government has constantly stressed its belief in the orientation stage, but has come under increasing attack for plans to incorporate tripartite elements into its structure.

Protesting teachers claimed at the end of April that this was tantamount to undermining the whole principle of non-selective orientation.

In SPD-governed North Rhine-Westphalia, the country's most populous state, education authorities are frequently accused of allowing the orientation phase to degenerate into little more than a clearing-house for counteracting the school choice of

parents who do not follow the recommendation made by their children's primary schools.

From its inception, the *Förderstufe* idea was a compromise, representing a two-year comprehensive school at the start of secondary education, but one which ends in selection and is designed to facilitate selection. With drastically falling school rolls, the competition for pupils between the tripartite school types has intensified, as has the opposition to comprehensives, which are seen as the chief threat to the continued existence of the traditional grammar school.

Bavaria's education minister, Herr Hans Zehetmair, recently summed up one end of the increasingly polarized spectrum of opinion when he said, "The likeliest of the hour is not integration, as in the comprehensive, but differentiation."

The difficulty facing regional governments such as that in Hesse, which are determined to maintain the tripartite system, is that - especially in rural areas - a comprehensive may be the only school within reach offering the possibility of "grammar school" qualifications. Preserving the grammar option in one area, therefore, by undermining non-selective structures, may in fact reduce parental choice in another.

Meanwhile, many parents in Hesse are now faced with deciding before summer which type of school their children will attend in the new academic year - an exercise in freedom of choice which at least some of them would gladly have postponed for another two years.



Förderstufe target: 11-year-old Latin pupil in Bonn



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SCHOOL TO WORK

Broader skills core urged for adults

by Mark Jackson

A core of skills for all adult education and training is strongly recommended in a report being sent to chief education officers and college principals. It lists "social, economic, and political, awareness" as part of the core.

The recommendation comes from the Further Education Unit and may help to crystallize the tensions over the shape and content of the new programmes of mass adult learning, such as the Open College and the Job Training Scheme. The conflict has flared up in the early discussions over the criteria for the new framework of vocational qualifications, in which the National Council for Vocational Qualifications is tending off demands by a powerful group of employers that it should recognize their own "no nonsense" narrow skills courses as the equivalent of the broad vocational education and training of the National Examination and

The division over the new programmes is between the educators, such as the newly-appointed Open College management being asked to provide courses for the Government Job Training Scheme for the unemployed, and the employers - or at least some of them - and Government ministers who believe that training and students should be made to concentrate primarily

on improving their working skills.

The FEU plunges straight to the heart of the controversy with the declaration that the broader approach to the curriculum now being introduced at schools and full-time further education with the strong backing of the Department of Education and Science should be applied to adults.

Defining the core skills, the FEU says that the basic skills which were originally recognized - communication, literacy, and numeracy - are no longer enough to provide a basis for continuing learning in a context of rapid social and economic change.

"The definition of their range need to be broadened to include skills and awareness associated with technology, creativity, and the process of learning itself."

While such skills are or should be offered in all schools nowadays, says the FEU, a significant number of people have not acquired them or have lost them, and so the opportunity to learn or re-learn them should be available to everyone.

Adults should be able to negotiate the way in which they learn, which may not be through attendance at teachers' courses. Open or distance learning need not imply a lowering of standards, and the FEU insists that the

Micromarket gap widens

by Ian Nash

A new inquiry into microcomputers in education will be launched next month, following predictions of an alarming shortfall in the number of people with the skills to meet the needs of the computer industry.

Market needs are expected to exceed the number of trained people by at least 15 per cent annually over the next five years, says the computer training and skills committee of the Federation of Recruitment and Employment Services, which is setting up the investigation.

The figures emerge in the initial findings of a federation research project to be published in 1988. A preliminary report is expected this month, but the decision to start the education inquiry in June has already been agreed.

Education is failing to meet the need to move away from traditional programming and towards "structured analysis", which concerns such applications as information processing and retrieval systems.

The initial report will also stress the growing need for individuals who have a good overall business perspective and the ability to apply it to information technology. The thrust of the inquiry will examine computer-training in colleges, polytechnics and universities.

But the FEU insists that the gap between school work and the needs of the computer industry is not simply a matter of training, but of a lack of co-operation between universities and

OVERSEAS

Clive Linke continues our occasional series on teaching abroad with reflections on Singapore's authoritarian, exam-obsessed schooling

Creativity batted down and shirts buttoned up

When I was told that a former lecturer at the Institute of Education in Singapore, who applied for a reference, received the comment "unfortunately, she shows a great deal of initiative", I believed it.

The amazing thing for anyone who teaches in the Singapore system is the rigid conformity which is expected. The curriculum is sacrosanct and totally factually based. Creativity and imagination are unknown in the schools, and indeed are regarded as barriers to the real purpose of education – the achievement of O and A level passes.

Teachers from Britain can be stunned by the response of children to any attempt to teach creatively. One *ingenue*, trying to make *The Merchant of Venice*, a little more relevant to Chinese children, asked them their opinion of Shylock's motives. There was no response.

Puzzled, she asked if they thought Antonio and Bassanio had acted cruelly, and whether there was cruelty in the world today. One child, unable to bear it any longer, flung down his pen and snorted: "This isn't the way to teach. You should be telling us something."

Supervising teaching practice, I could not avoid hearing what was going on in nearby classrooms. It was quite common for teachers of teachers

talking for every second of a 40-minute lesson. No question was ever asked, no activity was ever organized. The children sat for lesson after lesson, in numb inattention, with a wash of teacher talk flooding over them.

The experience of being unable to get any response from the children can be very demoralizing for British teachers. Many feel, after a brief period, that they cannot go on just pouring out information in a silent classroom.

The atmosphere is hot and sultry, the classrooms drab and colourless. Each day can seem like an eternity, and the rest of the contract period a desert in one's life.

Conformity of behaviour is insisted on to an inhuman extent. One teacher showed me a letter from his principal, about having the second button on his shirt undone. If this happened again, disciplinary action would be taken. He has kept the letter and framed it.

Students trained at the Institute of Education experience creative methods of teaching from British and New Zealand lecturers. After initial difficulties, the students are often very appreciative of the methods shown to them by expatriates.

However, when they try to put these methods into practice in the schools, they find the rigid system allows them little opportunity. It is heartbreaking to see talented students, full of enthusiasm, battling against the inhumanity of the system. The light fades from their eyes.

It is not uncommon for students to be told by established teachers: "Get out now, while you can. Don't get into this situation." There is a desperate bitterness in these words. The educational authorities, most of whom trained as engineers, do not have the knowledge, understanding or will to improve things.

Nevertheless, one managed to accomplish something. In a long career, one of the most rewarding experiences I have had was in taking an in-service course in speech with experienced Asian teachers.

They overcame initial embarrassment and enjoyed improvisation and contact exercises. The opportunity to share personal experiences in sympathetic atmosphere was a revelation to them. It is not encouraged in the Singapore system – suspicion and authoritarianism are the norm.

This state of affairs stems to a great extent from the dictatorial rule of Lee Kuan Yew, whose word is law. Conformity and obedience are his watch-



Lee Kuan Yew: his word is law

words. British teachers find the subsequent lack of personal freedom and individual responsibility insufferable.

Teachers and lecturers from Britain vary in their reactions to teaching in Singapore. Initially, the opportunity to live and travel in south-east Asia is stimulating. Some teachers who have established themselves in acceptable schools (there are a few) have been there a long time. Others wake up one morning and, unable to face another stifling day, take a taxi to Changi airport and fly home.

Certainly, my own experiences in Thailand, Malaysia, Bali and Sumatra were fascinating and rewarding and

did much to make teaching in Singapore bearable.

The number of expatriate lecturers involved in teacher training has been cut to the bone. Perhaps their influence was becoming too strong. However, when I remember teachers who have trained there, teaching imaginatively and creatively, I am pleased at what I accomplished despite the system.

When I remember my production of *Pygmalion*, with a cast of Chinese, Malays, Indians, Eurasians and Europeans, and scenes from *Romeo and Juliet* by students from the Maldivian Islands, the effort involved was justified by the pleasure it gave everyone.

LETTERS

Unruly reputation puts parents off

Sir – Mr James Hammond of the National Confederation of Parent Teacher Associations feels that "we ought to be looking at our schools that are not so popular, finding out why they are not and putting things right." (TES, May 8). A laudable aim, but rather a tall order. Surely two of the main factors which cause a school to be "not so popular" with those keen and discriminating parents who make a conscious choice – and whose custom is eagerly sought by most schools – is an unfavourable location and an intake which is perceived to be "rough" and poorly-motivated towards school work.

Understandably perhaps, many caring parents shy away from schools where they feel their child may be adversely influenced by a preponderance of such fellow-pupils, and where the staff may have much of their time and energy taken up by disciplinary matters, and social or learning problems. This is a difficult situation to "put right".

Mr Hammond goes some way to-

Special ghetto

Sir – I find C S Thorne's recent views on children with special needs rather curious and outdated (TES, May 15).

On the one hand, the shame of working with different equipment in a classroom is seen as an affront to a child's status in the eyes of his or her peers.

On the other hand, children out-of-sight in special schools and remedial classes are perceived as "happy".

It is surely inaccurate to say that special schools and withdrawal classes are places where children are seen as being of equal worth by their peers but in ordinary classrooms.

C S Thorne does a disservice to those skilled mainstream teachers who organize their classroom activities and develop a classroom ethos so that children with learning difficulties can learn with dignity in the eyes of their peers, and at a level appropriate to their abilities.

Once more, that sweeping term "limited ability" ignores the plight of those children with a specific learning difficulty, and those with physical or sensory handicaps.

In the past, most of these children were sent off to special schools, remedial classes and bottom streams; they never recovered from the stigma of being separated from their seemingly more able peers.

Their unhappiness and sense of failure was a major factor in the formation of parental pressure groups which led to changes in the law.

We now recognize that many of them are of average or above-average cognitive ability, and although they have communication problems, they can cope with the academic content of the ordinary school.

Are hearing aids still seen as shameful?

Is a tape recorder a humiliation? There is no doubt that children with special needs will always be perceived as "abnormal" by their peers as long as they are kept segregated and hidden away under the guise of paternal education.

META IRVING
17 Diamond Avenue
Plymouth
Devon

Science scene

Sir – Beverley Shaw's alternative proposals of the Science for All movement in general, and the work of the Secondary Science Curriculum Review in particular, (TES, May 8), are somewhat divorced from the reality of the recommendations made by the review.

The key proposals, published and developed in the *Better Science* series (HSE/Hinemann, 1987) do, I suggest, give a somewhat different perspective.

Alternatively, as Beverley Shaw writes within this region of the review, I might care to contact me. I would welcome an opportunity to clarify the confusion.

JOSEPH HORNSBY
Regional Project Officer
North Region
Leeds Polytechnic

In the balance

Sir – The debate goes on. I refer specifically to the article "All for one and one for all?" While sympathizing in principle with Beverley Shaw's general points *vis-a-vis* national edicts on the abolition of separate sciences within the school curriculum, one cannot escape the very sound educational reasons for introducing a broad balanced science education.

It is difficult to see how this can be achieved within the existing framework without unbalancing the rest of a pupil's education.

However, the form that such a science curriculum should take does not automatically imply the disappearance of physics, biology and chemistry (or so-called co-ordinated, combined and modular approaches can be equally valid ways of exploiting the natural interrelationships to provide a more coherent, less fragmented learning experience).

Incidentally, I also take issue with Beverley Shaw's notion of repetition being a way for pupils to make connections between subjects. In my experience, most students are unable to transfer their skills and knowledge satisfactorily across what are, in the main, arbitrary subject barriers.

PAUL LEVY
Head of physics
Stowmarket Park School
Chatham Road
London SW9

Autism study

Sir – The Department of Health and Social Security and the Department of Education and Science are jointly funding a two-year research project to look at the current education, treatment and handling of autistic children.

The project is based at the Development Research Unit at the University of Nottingham and will be directed by Dr Elizabeth Newson.

During the first stage of the project, information will be collected on the needs of help and services available to autistic children and adults. In the second stage, a more detailed study of some of the units, centres, schools and services identified will be undertaken.

Many of your readers are currently working with autistic children or adults and know of any facility or service that would be very grateful if they could send details to me.

GLENYS E JONES
Research officer (A3)
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Action man

Sir – Acronym is way out of his depth when he attempts dramatic criticism (TES, May 1).

"Action, action – it's a contradiction in terms," claims Acronym. Is it? If Acronym buries, there is just time to catch my production of *A Doll's House* at the Brecken Theatre, and find masterpiece. Acronym must be contenting himself with Chekhov. It is the latter's plays which are not renowned for their action.

TOM SCOTT
Winter House
10 Mulberry Street
London E1

Open doors

Sir – It was good to see you highlighting the work of our artist-in-residence, Roy Pickering (TES, May 1).

However, your brief caption to the photograph might be misleading. It is true that we have embarked upon an extensive community education programme, but it goes well beyond opening up our facilities to the community.

The ethos of the school encourages all staff to have some community commitment and developments have enabled adults to work alongside students within curricular areas and for students to integrate GCSE work with community projects.

It has enabled students from an institute of education to work with students from the school and senior citizens in a management structure which embodies the concept of shared management responsibilities throughout all the staff.

JACK MARSH
Headteacher
William Morris senior high school
Gainsford Road
Walthamstow
London E17

Grade disasters

Sir – Your front-page article of May 8, "Employers wary of GCSE's new image," points up only one aspect of a worrying situation on the A-G gradings of the new examination.

The system has not been looked at sufficiently from the pupil's point of view. It will probably have a disastrous psychological effect on the "below average" student who is "evident" going to be encouraged to attain a dizzy heights of a grade F or G.

What kind of incentive is that? At least in the CSE system he or she could aim for a grade 1 or 2. The GCSE grading system should be urgently reconsidered to give more encouragement to those not able to attain an A, B or C.

The seven grades should be clearly

LETTERS

Into the teacher-bashing arena



Sir – It was interesting to read Sue Hodgson's views about annual meetings for parents, (Talkback, TES, May 15). Unfortunately, her children are obviously attending one of the schools in Eden, as portrayed at the beginning of Peter Newsam's personal column in the same issue.

Even in her new location of a "rural shire", she must surely be aware that teacher bashing is no longer a spectator sport. Everyone is now eager to play. This rapidly-growing pastime of the 1980s has had enough media coverage to reduce the secretary of the British Handball Association (and those of other minority sports) to envious tears. This success has been gained through the tireless efforts of politicians, councillors, newspaper editors and, sad to say, some of the teachers themselves.

The most spectacular move by the organizers was to appoint a new secretary to help the schools overcome some of the problems they were clearly facing. As the "leader" of the teaching profession he surprised everyone by immediately joining in the jolly sport of teacher bashing himself. His next move was to make sure everyone could participate. He set up facilities in every school in the country to ensure that the sport would flourish, at least once a year.

Yes, Ms Hodgson, the annual meeting for parents "should be welcomed as an opportunity to inform and involve the parents in the school to the advan-

age of all". Teachers must, of course, "learn to stop assuming that if a parent asks a question there is an implied personal criticism lurking behind it". We all agree... in principle.

The difficulty is that the annual meeting was conceived within a marriage of conflicting interests and has now been born into troubled times indeed. The reality is that for those who want to join in the "fun", the arena has been prepared. There will be some bloody battles fought in cramped and uncomfortable school halls around the country on the sticky summer nights ahead. There will be some winners. Things will get explained and sorted out, but lack of preparation time and the flavour of fear could lead to a high percentage of casualties among teachers, local education authorities, governors and, through the domino effect, children. The stakes are high and the beacon of

goodwill and common sense that shines in Sue Hodgson's mind may sadly not be enough to lighten the prevailing gloom.

Before anyone accuses me of pessimistic theorizing, I had better point out that I speak not as someone who is about to set out on the perilous journey, but as someone who has returned. Our school held its annual meeting for parents on May 6. (Were we the first? Although our meeting was competently chaired, the warning signs were clearly there. Parents, unhappy that a quorum for resolutions had not been reached, were told "that they could do as much informally as they could formally".

One parent pursued the "effects of the industrial action" angle. Another wanted to know why the governors report told him "nothing about the school". More information was requested so parents "could make com-

parisons with other schools". However, I must also report that there were also strong indications that many parents had not come to play teacher bashing at all. They had come to play the secretary's latest sport – local authority bashing. It didn't seem to be quite the right venue as there was only one i.e.a. representative present, but that didn't matter. Questions about staffing ratios, class sizes, admissions policies and teacher recruitment took up most of the meeting.

Good luck to all those heads, teachers, governors and i.e.a. officers who are still awaiting their first annual meeting of parents. Frankly, some of you are going to need all the luck you can get.

It just might help you to know that we played our trump card about two-thirds of the way through our meeting (just before we got on to the bit about the state of movements and road surfaces in the immediate vicinity of the school), when I introduced our cuddly schools' liaison policeman. He was great. If you have got one, or a similar soft toy, use him/her. I know it's all a serious business but there is no harm in having someone around who will help us to keep it in perspective. Now can you see a speck of light at the end of the tunnel?

JAMES LAING
Headteacher
Oaklands Junior School
Biggin Hill
Bromley

free (but grudgingly), to Herculaneum free (willingly) and the charge for entry to the Vatican Museum was reduced from 7,000 to 4,000 lire.

So haphazard did the system of charges seem to be that I would warn party leaders not to count on any reductions at all and to be pleasantly surprised if reductions are available.

PHILIP PARR
Head of classics
The Haberdashers' Aske's School
Butterfly Lane
Elstree
Borehamwood
Hertfordshire

Urban studies

Sir – In "Focusing on the EYE on the environment" (TES, May 15), Ian Nash asks "... where are all the resources to come from to meet the new demands?" (for more environmental studies in the GCSE examinations).

Schools in the area of one of the 40 or so urban studies centres in the country will find a wealth of resources available: specialist libraries, slide, photographic, map and cutting collections; and enthusiastic staff with a network of helpful contacts.

A list of centres is available from the Council of Urban Studies Centres, c/o Streetwork, Notting Dale Urban Studies Centre, 189 Preston Road, London W10 6TH.

SELMA MONTFORD
Director
Lewis Cohen Urban Studies Centre
Brighton Polytechnic

Maths division

Sir – Having followed the debate on the future of maths education with some interest, I cannot help wondering whether the time has come when the subject should be divided, as is classics, with both mathematics and mathematical studies on offer.

Constantly diluting mathematics until it can be understood in its entirety by the least able seems a sad way to deal with the fact that it is simply a different subject.

If mathematics *per se* were taught only to those with some talent for the subject, the prospect of at least a chance of excellence in maths would remain.

Moreover, the promotion prospects of more able mathematicians and maths teachers might be enhanced if colleagues who find the subject hard could be persuaded that mathematical ability is seen as an asset, not a threat.

Dr WENDY THWAITES
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Leicestershire, LE23 7DT

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TALKBACK

ELECTION SPECIAL

Important interests

Peter Hack

Our upper school pupils are given a short course of civics and politics as part of their personal and social education. This examines the structures and processes involved in local and national government. It is deliberately and carefully non-controversial, looking at systems rather than ideologies.

Later in the upper school course controversial topics are faced, because our pupils ask about them and want information before they leave school. When such topics are covered, particular attention is given to ensure balance and fairness of presentation. So it was when we examined the major political parties in Britain.

In the last month, our local MP and her opponents from the other two political parties have separately visited our school to talk to fifth-year pupils about their respective parties and beliefs. Thus our pupils received information first-hand about politics from the people who will be standing for election on June 11. All the speakers gave our pupils time for questions and they took full advantage of this. The questions were put with interest and the answers thoughtfully received, though not always agreed with.

Pupils' questions showed their concern with unemployment, nuclear weapons, capital punishment, immigration and many other issues, including the debate about Page 3 girls. Some of these debates were heated but

always good-natured and well-mannered, with a willingness to listen to different points of view - completely unlike Parliament, as one pupil observed.

There can be no doubt that our pupils found the exercise of listening to, and questioning, the candidates useful and informative. Their questioning gained in confidence as their experience grew, and some of them showed that they had taken more notice of the news between speakers' visits so that they could be better informed for the next session.

Gary Hart was quoted in the *Observer* (May 10, 1987) saying that: "In public life, some things may be interesting, but that doesn't make them important." Our pupils found that in politics some things may be important, but that doesn't make them interesting. So it was with economic matters. Some points were dry and boring to many pupils but they had the maturity to listen without complaint and take in the information for further thought. Pupils came to realize that these

candidates would be asking for their votes in future elections and that they should be seen not as distant or exalted leaders, but as public servants or representatives.

They also discovered the difference between presentation and policy and how a poor public speaker could have

valid and important points to make. If only they have learned to look at what they say, then the exercise will have been worth while.

If they have learned to try to ignore the oratorical skills of some politicians and their image-makers, and to ignore the manipulation of the media, and look instead at the reality of what the parties actually do in power, then the course has been valuable in helping to prepare our pupils to take their places as future citizens.

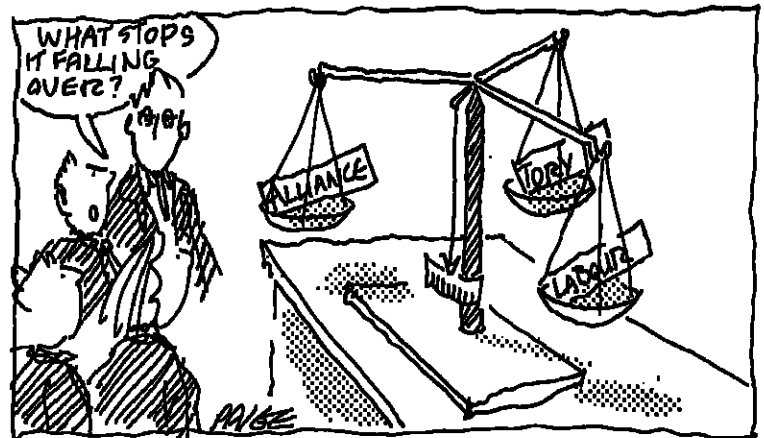
Each of the parties gained some support from the audience and the pupils came face to face with one major drawback of our democratic

process - they can only vote for one candidate. Many pupils agreed with certain policies of one candidate, and with other policies of another candidate. In this audience, unemployment and defence were of prime concern. At the end most pupils understood that they will have to vote for a whole programme of policies put forward by one party. A single issue might decide their vote, but they will have to accept the other policies as well - even those they disagree with.

Our visitors commented on the knowledge and interest shown by our pupils and in their warm welcome. There is no doubt that because the issues were treated sensibly and because the visitors treated the pupils as mature individuals, the pupils reacted as responsible, young adults.

The follow-up discussions brought out valuable educational points, and by the end of the course many pupils had a far deeper understanding of the political process than before. More importantly, for some pupils, the barriers that keep many people out of politics - disinterest, boredom and cynicism - were broken down, and with the low numbers of people active in constituency parties or even voting in elections, this can only be good for our democratic system.

Peter Hack is head of personal and social education, Saint John Hall School, Birmingham.



BTCE GUIDELINES

Subjects make sense

Colin Everest

BTCE and its forerunners BEC and TEC can claim much credit for the spread of innovative ideas and good practice in both schools and colleges of FE. However, recent developments in BTCE policy outlined in the newly issued course guidelines are alarming.

The new guidelines move away from the controversial insistence on behavioural objectives. Undoubtedly, many good BTCE courses were run in spite of them. That is not the point. Where teachers had a genuine desire to make a generous and sensible interpretation of behavioural objectives, there could be good practice.

Where no such desire existed, or where teachers were overreached, they gave licence to the worst sorts of practice which BTCE now finds itself trying to counter. The new structures in the guidelines leave room for similar licence.

New programmes cannot always be perfect in every detail before they are implemented. Clearly some changes may be worthwhile even though they present difficulties and problems. But I do not believe that the difficulties presented by some key ideas in recent BTCE policy have been properly thought through.

Curriculum development of this sort presupposes a rational, democratic way of proceeding. The imposition and introduction of poor ideas without discussion leads to demoralization and disaffection.

Buzz groups, rambling and unprepared conversations, are no substitute for properly conducted debate of the issues. I have attended several training sessions, including one run by BTCE, where people have been organized into discussion groups in which substantial arguments have been put, and concerns indicated, which have received no serious attention. The awkward

ward points and unresolved problems were not reported back to any plenary session.

By concentrating on producing "integrative assignments", without any real discussion of the issues which this raises, an atmosphere was established in which those who wished to raise questions were branded as "disruptive", "negative" or "obstructive" and so could be disregarded.

Much of what is written in the guidelines hinges on a distinction between "process" and "product". There is, of course, a sensible distinction to be made between them. But it does not follow that they are necessarily separable or that one can in any meaningful way evaluate them against each other. Edgar Jenkins's excellent article (*TES* Science Extra, January 2) on this topic has yet to be convincingly answered.

In the BTCE illustrative material we are told that course teams should include staff with both "specialist and generalist expertise". Perhaps the phrase "generalist expertise" is not intended to be taken at face value and is just an obscure way of saying that the course team should include people with achievements in a number of spheres of activity. The growth of technology and the sum of human knowledge which has fuelled the need for technician education makes the likelihood of large numbers of people with both deep insights and broad knowledge of many fields of activity a remote possibility.

"Integration", another common theme in the guidelines, is often justified by reference to an incorrect idea of the way things are done in the "real world". A BTCE official recently told a meeting at our college that one of the aims of curriculum developments was to break down old and irrelevant distinctions between such subjects as chemistry, physics and biology and that ideally they should be taught by one teacher.

The idea is to base studies on different "integrated" activities such as are found in "real jobs". If teachers generally had more industrial experience they would be much less likely to accept this as an argument for integrate studies. Subjects are the tools that simplify and make real life problems tractable.

There is little space in an article such as this for detailed analysis of such issues, but I do believe that I am not alone in being worried that insufficient attention is paid to them by those with the responsibility to do so. Perhaps BTCE could respond with a clear answer to some of these concerns. Without these answers BTCE's Golden Bucks, as the guidelines are known, are of little value.

Colin Everest teaches physics and maths at Hounslow Borough College.

The Inner London Education Authority

has the best system of special schools in the country. My wife and I are grateful that we live within the ILA, and that our daughter, Amy, who is partially-sighted, can benefit from this service. It was therefore with incredulity and dismay that we learned about the Fish Report and the ILA's plans to close its special schools, or reduce them to units attached to mainstream schools.

Despite five years at a good mainstream primary school, Amy's educational attainment and confidence have improved dramatically in the three years since she transferred to the John Aird School for the Visually Impaired. The teachers are good at getting the best out of their pupils. The curriculum includes subjects not found, or peripheral, in mainstream schools. They are designed to help the pupils integrate effectively into everyday life. Expert care apart, the education is simply excellent. Classes are small, each child receives virtually individual tuition. In this respect, they are privileged - which is no more than these children deserve.

Having visited a number of ILA special schools, I know that their level of care is at least as high as John Aird's (and their modern, purpose-designed buildings considerably better). Hundreds of parents at public meetings have, like us, been expressing their distress that these schools should be phased out. They know that life for many of these children, if they were compelled to attend mainstream schools - debilitated by chronic social

INTEGRATION

The campaign for choice

Hamish MacGibbon

problems, financial cuts and low teacher morale - would be miserable.

This view is supported by no less an authority than Mary Warnock who has stated publicly that without the necessary resources "the ILA is taking on something which is really impossible", and that "the consequences might be very bad for children with learning difficulties. They would find it more difficult to have access to the things they need."

To achieve just the possibility of the same level of provision in mainstream schools for the 7,000 so children, now in London's special schools, education would manifestly require enormous additional funding over and above current expenditure. But the education officer's report states blandly that it "envisages change taking place within existing resources".

This policy has been formed without seriously consulting the people who understand these children's problems best - their parents. When ILA officers and members have, belatedly, attended meetings at special schools, opposition to the plan has been unanimous, and ignored. The only official consultation mechanism is the Parents Central Consultative Committee

which, I believe, includes no parent with a handicapped child.

The Campaign for Choice in Special Education has recently been initiated by parents and teachers of children in large proportions of special schools in London, with the following aims:

□ The preservation of genuine choice for children with special needs; alongside mainstream provision, giving parents the option.

□ No covert running down of special schools. Parents should be given positive information about appropriate special schools.

□ A Special Needs Parents Consultative Committee, at central ILA level - separate from the general PCCC - to consult on special needs issues now, and in the years to come.

□ Integration for our children on their, and our, terms, not on someone else's. These are modest requirements for one of the most vulnerable, inarticulate, and disadvantaged groups in the community. I believe that, most ILA members and officers when they come fully aware of the depth of opposition from the parents concerned, will have the courage to amend their policy accordingly.

REMEDIAL RELATIONSHIPS

Missing the points

Phil Carradice

While I would agree with Howard Peach's basic premise (Talkback, May 1) that relationships are the key to dealing with problem behaviour in class or school in general, I do feel that he misses the point on one or two occasions.

It is fine for him, as a headteacher, to wink at a lad, ruffle his hair and sit by him in drama. That's easy. Problem children - particularly those who flout authority - are perhaps the most authority-conscious people around. They know he is the boss, in their eyes the ultimate power in the school.

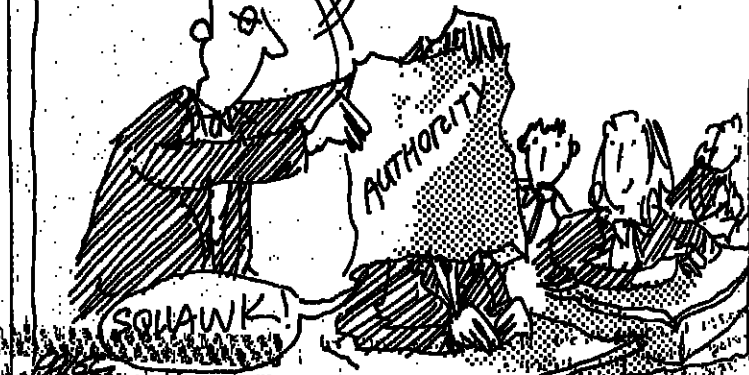
The poor mug who has to teach them every day does not have the time or the position to get involved with the various solutions or suggestions Howard Peach puts forward. The class teacher is the cannon fodder for any child who is disinclined to learn.

I can still remember the time I was promoted to assistant principal in an assessment centre where I had previously worked as a teacher. Overnight, the attitudes of the children changed. Now, suddenly, I was an authority figure with the power of control. It is a very well asking the problem

child to "pick up litter, feed the pets" or whatever, but by doing so you're falling into his trap. He gets out of school work and receives the very attention the teacher sought to avoid giving.

Try that and you're a puppet dancing on his string whenever he desires - you can guarantee that he'll play up, knowing that you'll take the easy way and send him off to the playground because it's quieter that way!

Phil Carradice is headteacher of Headlands special school, Penarth, South Glamorgan.



Thatcher College, Buckingham

Ten years of not entirely private enterprise at the independent university.
Virginia Makins reports

Ten years ago, when Mrs Thatcher opened the new independent university of Buckingham, she talked of her hope that teachers would be encouraged to embark on institutional adventures which do not involve the lobbying of public opinion or government departments.

It can be said that Buckingham has perfectly fulfilled her hopes, considering the tens of thousands of pounds spent on the successful lobbying for the Royal Charter the university was granted in 1983, and the important moment in 1981 when Mrs Thatcher's government made Buckingham students eligible for mandatory student grants (providing the normal maintenance grant and third of the Buckingham tuition fee of £5,220 a year).

But it has not done at all badly, after its bold launch in 1976 with 65 students. At one time, when only 10 students seemed to be enrolled, the founders almost lost their nerve. The determination of Max (later, Lord) Kiloff, the first vice-chancellor, and one or two others led them to take the plunge.

There was a nasty moment in 1979 when the outbreak of enthusiastic endorsements from foundations and industry dried up, the debts mounted, and the university was staffed on an over-optimistic estimate of student numbers. Since then, Buckingham has steadily expanded and now set to meet its present modest target of 1,000 students by the end of the century, 100 of whom will be postgraduates.

At first, the vast majority of students came from overseas. Gradually, with the mandatory grants and the development of a bursary fund (£10,000 last year and rising) to pay the fees of students who could not otherwise contemplate the place, the proportion of British students has risen. This year, 240 of the undergraduates were British, 110 Malaysian, 75 Nigerian, and the rest 198 came from many other countries.

Buckingham has had to work hard, both on fund-raising and public relations, to get as far as it is, and the university's annual report last year claimed that "developments may seem to be moving away from some of the more rugged opinions of the founders."

"Their ideas were based on market economics - the founders didn't face the economic problem of trying to sell a Ford Sierra at a reasonable price in a market where your competitors are giving away Vauxhall Cavaliers for nothing," said Peter Watson, the pro vice-chancellor. "In that market, the only thing you can aspire to do is to produce a Rolls Royce or a Mercedes."

Buckingham is not yet a Rolls Royce in terms of facilities - though they are improving all the time. A new biochemistry building opened this year, thanks to the Clure Foundation, to house Mrs Beloff's sister, Professor Ann Beloff Chain, and her research team from Imperial College, and improvements in libraries, student residences, and social facilities. It also offers customised teaching based on tutorials with an average of only five students.

Some of the founders might have hoped for a

university that offered a broader range of disciplines - "an unrealistic aspiration", says Professor Watson. But the idea that all students should take some courses from areas outside their specialism, and study a foreign language, has survived.

The best market the university has found is in higher vocational studies. Of the 623 undergraduates, 306 are doing law (a Malaysian law student said there were now more Buckingham lawyers back home than ones from local universities), 180 accounting, business studies and economics, 103 humanities, and 34 biological science. A new computer science course attracted 12 people this year.

According to Peter Watson, the great majority of staff come to Buckingham for a job, and not through any political conviction. The university pays its staff "slightly over the odds", he says, and maintains a staff ratio of one to ten. "I sometimes wonder whether we should pay two or three times the going rate to attract real international stars, like some American colleges."

Independence does bring some useful freedoms for the staff, especially when designing new courses. "It was so quick - we designed the course internally, then sent it out to referees, there was no waiting for UGC approval," said David King who came from Belfast to start an MSc course in fisheries science.

The students I talked to were very clear about their reason for coming to Buckingham. They had all been attracted by the short two-year degree course. Buckingham students work for four 10-week terms - the teachers work for three, with

a term off for research. The two-year course is attractive to employers, too - 25 per cent of students are over 25. It seems a popular arrangement all round, though the staff say that the two-year course has advantages and disadvantages. In the small tutorials, students can be brought on very fast. But there can be a loss in maturity - and in time to recover from a sticky patch.

Edgar Dahlstrom, a student from Germany, spoke for many students when he said: "Buckingham is a bargain - you only have to pay living costs for two years, instead of four or five in Germany, and then you can start earning. And you live very cheap, compared with the city universities, in picture postcard villages in the most beautiful English countryside."

For non-BEC overseas students, Buckingham is certainly a good buy - the tuition fees are £10,400 for a two-year degree course, compared with about £11,000 for a three-year degree course elsewhere.

Edgar Dahlstrom was unusual among the students, in emphatically supporting the political ideology of Buckingham: "It is a political statement, and it's brilliant. I didn't like the idea of long-haired radicals boycotting my lectures."

The other students looked on the place as non-political. It has political societies, but no political activists. And - although students pointed out the number of D registration Golf GTIs in the student car park - they maintained they were not especially privileged.

"Daddy pays - but a lot of people will have to

pay back their daddies," said one student. Two English students I met had decided to pay their own way, after A level results that would only have got them into a poly. The royal charter had clearly helped prestige: "I wanted to come to a chartered university," said one of them.

All students are supposed to have the equivalent of two A levels. On the A level points system, Buckingham requires about nine points for law (compared with 15 for the top university courses) and only four or below for science. Students in the UK are chosen mainly on interview, and about 25 per cent of all students drop out during the course.

The survivors seemed to like the place very much. They said they enjoyed the small, international community, where everyone is known by sight. On weekdays there is the beautiful old mill by the river, converted into a student centre, and country life.

At the weekend, Oxford is down the road, and London not much further away. The students also liked the tutorial systems, giving them a lot of personal contact with teachers.

Several students mentioned the pleasure of being in a university that was growing and developing, when there was so much gloom and contradiction elsewhere. "Every term, there are new improvements and new buildings," one said.

Pravin Parnani, the president of the student's union, was not the only student who told me that she looked forward to coming back in ten years' time to see further new developments, and be able to say: "I was part of it."

The practical survival of Buckingham has been greatly helped by a favourable government that has demoralized the state sector, raised overseas student fees, and granted the useful prestige of a Royal Charter when other deserving institutions have been refused one. But it has still taken considerable determination and nerve. "It's a tough existence in the private sector - the redeeming feature is that we're responsible for our own destiny," said Peter Watson.

He believes that there is little scope for more Buckinghams, but that existing universities could be encouraged to cut loose. "The critical factor is tuition fees - you can't expect to create a market when you're running alongside a monopoly that charges nothing."

"More diversity would increase the total investment in higher education, and diversity is the best protection for the ideals that most of us hold dear," he says. "The greatest danger comes when you have central management, where the whole system can be influenced at once."

It would be unrealistic to see many lessons for other universities in the success of a private college, the size of a small secondary school, specializing mainly in vocational education for foreign and less academic British students.

But it might be worth other institutions, faced with tough decisions in hard times, considering Buckingham's one major innovation - the two-year degree course. It has proved entirely acceptable to employers, postgraduate institutions and professional bodies, and a very popular with students.



FEATURES

Susannah Kirkman looks at Somerset's learning skills course based on the challenging ideas of Israeli psychologist Reuven Feuerstein

"I used to see low-achieving pupils as problem kids to be kept quiet. Now I can recognise areas where they're deficient and I've got the tools to remedy the deficiencies."

Gareth Williams, one of the teachers involved in Somerset's thinking skills course, is convinced that it works. It is based on the radical theories of the Israeli psychologist, Reuven Feuerstein, who believes that even the severely retarded can be taught to learn.

Feuerstein says (TES May 22) most children are able to learn because their parents give order and meaning to their experiences in ways that help them to develop cognitive skills. But in some families children fail to develop vital mental processes, like the ability to make comparisons or to use past experience when solving problems.

These missing skills, he believes, can be developed through a series of abstract mental exercises he calls "instrumental enrichment" (IE). And it was this programme that Somerset first embarked on in 1981, as part of a Schools Council project. The county has since expanded the scheme with funding from the Lower Attaining Pupils Project and is enthusiastic about the results.

Research into the progress of 250 pupils who took the course between 1984 and 1986 seems to show a marked improvement in the confidence and the IQ of pupils taught by the most experienced and skilled IE teachers.

Gareth Williams's group of fourth-year low-attainers at Chilton Trinity school, Bridgwater, increased their IQ by more than 8 per cent over two years. Tests also revealed that the self-esteem of Gareth's pupils had improved.

The programme had a beneficial effect on teachers too. Those using IE became more flexible, had higher expectations of their pupils, did more lesson preparation and asked more open-ended questions than staff teaching other courses, including the Technical and Vocational Education Initiative.

And there were other tangible gains. Tom Flitton, the headteacher of Chilton Trinity, attributes last year's excellent CSE English results, the best ever, to the IE programme. "The oral work of pupils on the thinking skills course has improved enormously," he said. "Many of them are now better at discussion than some of the brighter children."

Mr Flitton has also noticed an improvement in the behaviour and motivation of pupils on the course who had previously been rather disenchanted with school.

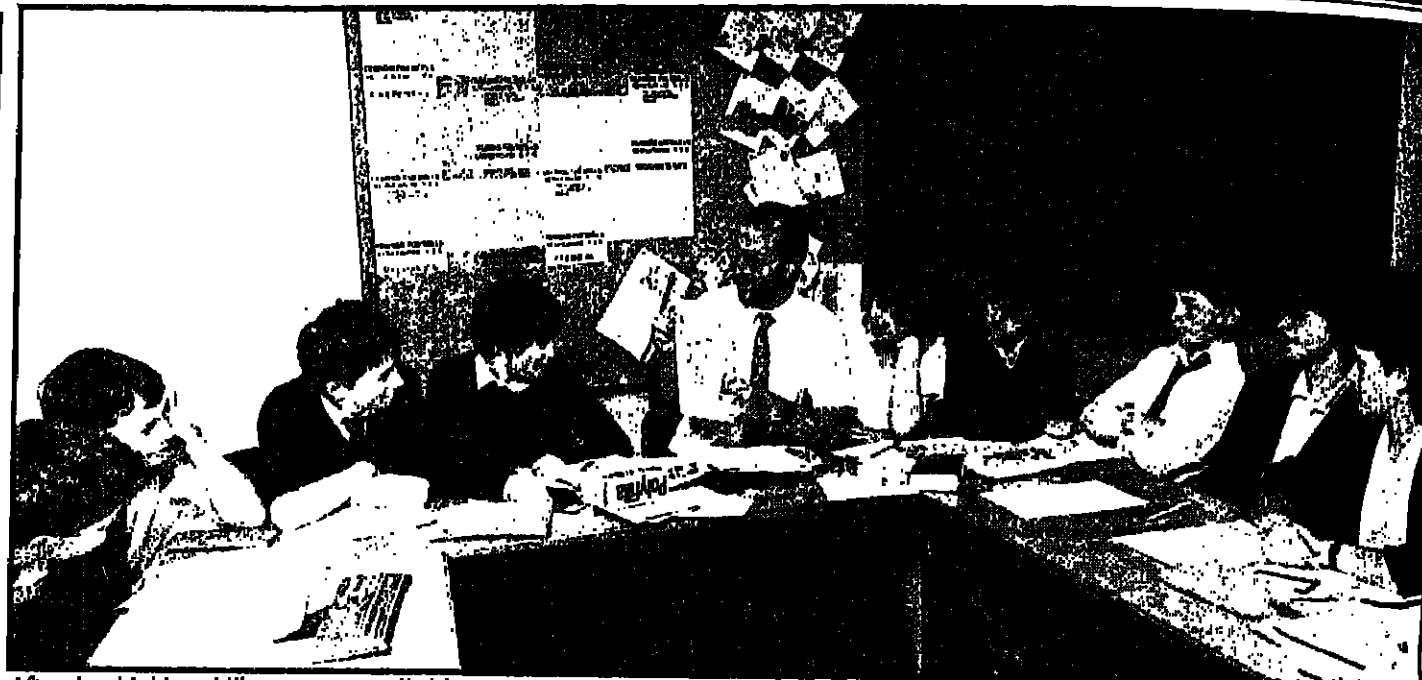
The project has been successful, despite obstacles which would have crushed many other educational initiatives. It started with very little preparation. To meet the LAPP funding deadline, four schools in Bridgwater were hastily chosen by Somerset; some were not committed to the scheme, which suffered from poor time-keeping and lack of support from senior teachers. The project was also hit by industrial action, which made it difficult for IE teachers to discuss their work and to involve other staff.

Somerset IE teachers became increasingly dissatisfied with the lesson materials they had to use. These were closely modelled on exercises used in Israel, and were developed and marketed by an American company at £12 a child. They were not only expensive, but too easy for most of the mainstream pupils in the Somerset project.

Staff also criticized the poor graphics and the repetitive work. "Is completing page after page of geometric exercises really the best way to improve our pupil's analytical and perceptive skills?" wonders Nigel Blagg, the educational psychologist directing the project.

Teachers found the lesson notes confusing; they did not help staff to make the crucial links between the cognitive skills developed by the exercises and the rest of the curriculum.

To fulfil the potential of IE in Somerset, a new approach was urgently needed. The result is the Somerset thinking skills course, which adheres to Feuerstein's principles but adapts them to suit mainstream pupils in Britain. Nigel Blagg and a small team of IE-trained teachers have already produced three new modules, which are being piloted in seven Somerset schools.



After the thinking skills course, so-called low-attainers may be better at discussion than those regarded as bright.



'It helps you think better'

The modules develop some of the same skills as IE, but the problems which pupils work through are more appropriate. Most of the geometric IE exercises which develop the ability to compare have, for instance, been replaced by attractive charts and drawings, which ask pupils to compare anything from different bikes to different holidays.

The thinking skills team is also adding cognitive abilities which they think will be particularly useful for British pupils. According to Nigel Blagg, many under-achievers have difficulty organizing and memorizing information, so one of the new modules offers exercises to develop these aptitudes.

Judging by the reactions of low-ability fourth-year pupils at Chilton Trinity, the new materials have been very successful. "It helps you think better. Instead of rushing, you take more time over a job," said Simon Taylor, aged 15. "It could also help out of school because if you rush things and get it wrong you could lose your job," he added.

"It makes you do jobs systematically; you plan things out," Gary Heritage agreed. Georgina Butt said: "You concentrate on it. In other lessons, you might muck around and get told off."

The high level of concentration is one of the most remarkable things about the thinking skills lessons. In the last class before lunch on a warm May morning, two separate thinking skills groups are packed into a mobile classroom. Pauses for thought are occasionally interrupted by bleats from the sheep in the neighbouring rural studies unit.

Yet the pupils' attention never wanders as Gareth takes one group of eight through a worksheet on operational sequences: a series of pictures which the pupils must place in the right order. The aim is to show the children that it's

essential to plan an activity systematically if it is to succeed.

Gareth starts by asking the group to explain what the task is. Most of the pupils offer suggestions, but finally Simon points out that there are instructions at the bottom of the sheet, which the others had ignored.

"What do we call people who don't read instructions and what happens to them?" asks Gareth. "Impulsive," comes the reply. "They bodge it up," says Simon.

Gareth asks pupils to describe the problems caused by failing to read exam instructions properly. As they talk, there is recourse to the dictionary to find the differences between "implicit" and "explicit" instructions. Building up the vocabulary of the pupils is a key element of the course, as low-attainers are thought to be linguistically handicapped.

"If children can't label or be precise, they can't communicate effectively," explained Nigel Blagg. A list of the words and concepts to be introduced was circulated to department heads before the course started. Most said that 80 to 90 per cent of the words were important in their subjects, yet they had never considered teaching them to these pupils.

Linking the concepts to other subjects is extremely important. Gareth takes the group for a City and Guilds 365 course in life skills, and when they have solved the picture puzzles, he asks them to prepare a list of instructions for a typical activity on this course. Pupils taking the childcare option have to describe how to fold a nappy, those on the cookery course have to describe how to make an omelette and so on. Pupils will also use sequencing in their first-aid course, which includes a procedure for examining an unconscious patient.

Nigel Blagg admits that conditions at Chilton are ideal for the thinking skills course. It is not a dumping ground for disruptive students. Although some of the pupils are fed up with education, they have all been specially chosen for the course because they are thought likely to benefit from attempts to improve their basic cognitive skills.

Sixteen staff, including several heads of department, have been trained to use the thinking skills techniques. They are keen to expand the work because they can see valuable links between the new course and the concepts they must foster for GCSE, such as hypothesising, analysing and problem-solving.

Support from colleagues is essential if thinking skills teachers are to succeed, however, and the project team now insists that all schools who wish to join the pilot must send five staff for training, including a senior teacher.

The training is short – four intensive weekends for a fully-trained teacher – but Nigel Blagg argues that this is more than the training available for other innovations, such as the GCSE. Staff learn the theoretical basis of the course and try out the techniques in simulation exercises.

The Somerset team is now training interested teachers from several different local authorities taking part in the pilot scheme. A Gloucestershire school is about to introduce the course to 60 first-year pupils, as a foundation for work in humanities.

The Somerset materials have the blessing of Professor Feuerstein, who describes them as "brilliant". He has invited Nigel Blagg to Israel to give a paper on the Bridgwater research. Nigel Blagg doesn't see the Somerset project as supplanting Feuerstein's work, but as extending instrumental enrichment to mainstream pupils. Both share one crucial element: the passionate belief that children should never be written off.

FEATURES



At night: school history ends with the outbreak of peace in Europe

1945 and all that

As the election turns a new page in British history, Antony Seldon and Stephen Howarth argue that its time schools brought their teaching of it more up-to-date

Is there any justification for not teaching at least some of our A-level history pupils about post-war British history? There are overwhelmingly important historical questions in the 1945-70 period, such as the end of Empire, the development of the Welfare State, the decline of the British economy and the performance of Labour and Conservative in office, all of which have a direct bearing on the position of Britain today. These are, moreover, fully "historical" topics susceptible to the same type of treatment and analysis as those of earlier periods.

These, and many other topics from 1945-70, are not only historical and important, they are also enjoyable to study. There is a mass of evidence in many different forms such as film available to stimulate students and provide a feel of the period. Pupils also appreciate making connections with the world they live in today: it is a sense to them in a way not achieved to the same extent by earlier periods.

Studying the period, therefore, not only broadens pupils' understanding of evidence, but also enhances their comprehension of what history is, and provides them with a variety of new subject matter and perspectives. If some at least of our post-war historians at school do not study it, then they will be sending them out into the world with very little knowledge of British history up to, say, 1945, or 1945, but then with an incomprehensible gap until the present day, which they learn about on their own.

The unnecessary "gap" in knowledge would not be acceptable in other subjects, and is no longer acceptable in history, especially as the academic arguments against the study of contemporary history by traditionalists have been all but demolished by the arguments of historians and historiographers.

Most A-level boards offer questions beyond 1945, but the number of candidates answering these questions is negligible. The Cambridge Local Board, for example, sets three questions on the post-war period, but with almost no response from schools.

Still more worrying, our inquiries suggest that no British outlines papers covering broad periods of a century or more the take-up of questions on the 1945-70 period, which have been available for 20 years or more, is also relatively small. The preference for the well-worn themes of the 19th century remains deeply seated among teachers of modern history.

Though no published breakdown is available for the number of candidates answering questions on the post-1945 period, John Fines' survey of A-level history (Historical Association, 1984) found that of all special subject options taken in British history, only 3.3 per cent are exclusively concerned with 20th-century material of any kind. This is a significant figure, especially when compared with the 30 per cent for 20th-century

European or world history special subjects.

What are the explanations for this reluctance to extend A-level courses? The most likely factor is that most teachers were unable as students to study any post-war British history. A few university history departments still offer no courses on post-war British history.

Many teachers will also feel uneasy at the idea of studying what they may still regard as current affairs. For both teachers and pupils there may be a further problem in the growing emphasis on economic matters in 20th-century British history and particularly the post-war period. Even the best of the literature is not always helpful here.

Many A-level questions also ask far too much of the students and it may well be that the degree of difficulty of some questions on recent British history does itself deter teachers from moving into the post-war period. From our experience of teaching A-level students, who are well aware that they are in a sense pioneers themselves, the appearance of too many questions which fall outside the mainstream is demoralizing.

There is a tendency among question-setters to fasten on to individuals whom A-level students will inevitably regard as relatively minor characters; for example: "Discuss the career and achievements of two of the following: Lord Beaverbrook; Aneurin Bevan; Herbert Morrison; Sir Oswald Mosley" (Cambridge Local, 1981). Could 19th-century candidates do the same for Lord Randolph Churchill or Sir Stafford Northcote or indeed anyone but Joseph Chamberlain whose career was exceptionally eventful?

Would A-level students of the career of the Duke of Norfolk, or the Earl of Leicester? "Compare Attlee and Gaitskill as leaders of the Labour Party" (Oxford Local, 1985) may sound more attractive, but would any board set a question asking candidates to compare Gladstone and Lansbury as Liberal leaders?

In some instances, questions on central topics can be far too searching: "It is true that the Welfare State has been shaped more by the actions of civil servants than by politicians" (Oxford and Cambridge, 1980). "Could it be that examiners find themselves having to set questions which are sometimes

erratic, unfair or plain ill-informed because they themselves are on less familiar ground when it comes to the post-war period?

France revolutionized its approach to sixth form history in 1982 when students were made to study the events of their country from 1939 to the present day. François Bedarida has written of this change, "it now means that each year 400,000 young Frenchmen and women are having to study the great events and movements of our most recent era. Immediately it has proved a tremendous success, evidence of which is the keen interest shown by pupils for this recent period which links up with their knowledge of the present day."

The burden of change in Britain must lie most heavily with the examination boards. At the moment they are perpetuating dull, traditional teaching and are providing no incentive to change, which would come as a tonic not just to students, but also to their teachers.

Change would broaden teachers' horizons and encourage them to adapt to new material, just as geography and politics teachers benefit from the constant evolution of their subjects, and English teachers from the regular study and teaching of new texts.

Boards must start by rethinking questions. Their syllabus descriptions should make clear that questions would follow a specified pattern which would provide predictability, clarity, fairness and consistency. They could further divide their outline papers into sections, ensuring that candidates answer a question from each. There are indications that some boards are already considering doing this. GCSE with its greater emphasis on recent history, is paving the way.

Teachers too can make a contribution, as some already are, by changing their approaches to accommodate some teaching of post-war history. Excellent new books are becoming available, ideal for sixth form purposes, produced by the Historical Association and others. Journals like *History Today* carry articles specifically on post-war British history. The new Institute of Contemporary British History runs one day event for sixth-formers, conferences for teachers, publishes a journal and booklets on the period.

But one looks, above all, for a concerted approach from all who care about the teaching of history. We are not saying that the history of earlier periods is unimportant, still less European and world history, nor do we believe that content should be the sole determinant of the curriculum. But we do hold that the time has come for a radical rethink, which recognizes that Britain has an important post-war history.

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Overskill

by Chris Webster

During one of those "get to know each other" sessions on a recent in-service course, one of my group announced that she was head of "moral, religious and social skills". This resounding title completely ruined by concentration for the rest of the morning because I couldn't quite figure it out. The social skills part was easy enough to comprehend but what are religious skills? Knowing how to genuflect? Finding the direction of Mecca?

When we were sent away for the inevitable group discussion I was anxious to learn more about such an unusual department. The first thing I found out was that "department" was considered old-fashioned. "Skills area" was the phrase I should have used. Apparently the whole curriculum in her school was based on "skills areas". The others were: language and literary skills; numerical skills; scientific and technological skills; expressive skills (a rag-bag faculty – sorry, "skills area" – including assorted odds and ends from PE to pottery); basic skills (remedial – sorry, "special needs"); and study skills.

Just the stuff to impress the governors, prospective parents, and perhaps even local authority advisers – but wait a minute. Don't I remember reading somewhere that a balanced curriculum should contain four elements of learning – knowledge, concepts, skills and attitudes?

The skills movement was a valuable reaction against a curriculum overloaded with low-level factual knowledge. But reaction has become over-reaction and "skills" has become the latest educational buzzword. It has the advantage that it can be readily tacked on to a wide range of traditional-sounding words like "study" and "mathematical" to give them a new, Bakelite, all-things-bright-and-beautiful razzmatazz.

The very word suggests a precision that is appealing to those who like everything cut and dried, defined in terms of aims and objectives, and bench-mark tested. For those of us who still believe in a liberal education its current overuse has more sinister connotations: it suggests that education is being reduced to a mechanistic process for turning out well-programmed, but unquestioning, operatives for the Thatcherite New Jerusalem.

And what kind of teachers will be required for these skills-processing plants? A job description which I received recently seems to point the way. It said: "Candidates should have: leadership skills; team management skills; interpersonal and communication skills; computer administration skills; negotiating and conflict resolution skills; staff development skills; and teaching skills." The list ended with "a sense of humour", though I was half expecting "humour skills".

One form of childish amusement is to repeat a word over and over again until it becomes meaningless. This has happened to the word "skills". It has got to the point where I am becoming genuinely uncertain about its meaning. It seems to mean anything and everything – though on closer analysis, it often means nothing. The word "leadership" for instance, is perfectly satisfactory without appending the word "skills", which in any case, limits rather than extends the concept.

It was with a feeling of relief that I found this reassuring definition in my *Chambers Etymological Dictionary*:

skill: expertness, a craft accomplished, a complex movement carried out with facility as a result of practice.

Which, is what I always thought it meant. It is perfectly satisfactory way of describing certain aspects of learning and types of ability – but not all, and certainly not a whole curriculum.

May I respectfully suggest to all curriculum innovators, researchers and job-description writers. Before you use that word again, consider these alternatives, courtesy of the *Collins Gem Thesaurus*:

ability, accomplishment, adroitness, aptitude, ari, cleverness, competence, dexterity, execution, experience, expertness, facility, genius, handiness, ingenuity, intelligence, knack, proficiency, quickness, readiness, talent, technique.

Somewhere in this list you may find words express your ideas more exactly. By using them instead of the ubiquitous "skills", you will be doing justice to the broad range of human possibilities – and who knows, you may even be complimented on your word skills.

Chris Webster is head of English at Appleton school, South Benfield, Essex.

Review

A choice of evils

A Future For All: Do We Need A Welfare State? By Malcolm Wicks. Penguin £3.95. 014 02241 4.

Those readers who prefer old-fashioned, middle-of-the-road politics will put this book down with feelings of despair. They should also find it most illuminating. For it shows the extent to which the social consensus of the Fifties has been replaced by the politics of extremism. Next month's voters will be choosing between the Scylla of neo-liberalism, including eventual "privatization" of the welfare state, and the Charybdis of full-blooded egalitarianism. But because those options will appear under code-names, like *improved targeting* and *social integration* most voters will not appreciate what is really at stake.

That is why this book is so timely, and so well worth reading. It begins with a history of the post-war, welfare state, taking the reader through from the optimism of the Fifties, and the disillusion of the Sixties, to the increasing bureaucratic intrusions and the disjointed approach to change that developed in the Seventies. By 1979 conditions were ripe for the Thatcher counter-revolution, although its speed and scale were unexpected and are still not fully understood, least of all by the Tory faithful, many of whom would be shocked to the core if only they were more in the picture.

Wicks describes Mrs Thatcher's social strategy as re-vamped, 19th-century liberalism, and this is fair comment, despite some appearances to the contrary. Although the centre stage reforms of the Thatcher Government, not least Mr Norman Fowler's Social Security Review, have appeared to leave most of the Beveridge social security system intact, other less-publicized changes, often in the form of departmental regulations, are gradually setting the scene for the most fundamental reform of the welfare state since its inception in 1908. To all intents and purposes the welfare state will be dismantled. It may take another 10 or 15 years, but it will happen unless prevented.

Sir Roy Shaw's look at the political parties' respective arts policies (TES May 15) suggests that the Alliance and the Labour Party manifestos "would diminish the role of the Arts Council" while the Conservative policy appears to be freezing the Council into immobility.

Obviously arts administrators in the UK are becoming increasingly concerned about how government attitudes to the arts will be patterned in this country after the general election. There are four main issues. The first is the structure of subsidies (if any). The second is the tax treatment of artists, whether creative or interpretative. The third is the reform of the law on intellectual property, and the fourth is law enforcement.

In recent years the pressures on the Arts Council to bring its arts policy into line with the broad political motives of the party in power, whether Labour or Conservative, has started to erode the precious "arms-length" principle whereby creative artists are kept free from the political censorship which prevails in the Eastern bloc by governments, and in the Western bloc by commerce and industry.

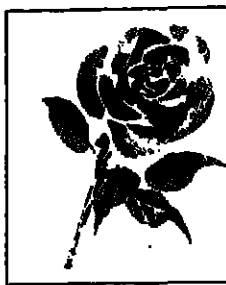
There are, too, the British politicians of the extreme Left and the extreme Right who see politics in every aspect of life and who wish to muffle the mouths of the creative. Their method of doing this is to attempt to appear democratic by advocating that the Arts Council, the Crafts Council, the British Film Institute, the British Council, even the BBC and ITV and still further the Sports Council should all be merged into one grand Ministry of Culture and Entertainment. The minister would, of course, be answerable to Parliament and the nation for control of the media and all artists and sports people. Apparently there are arts administrators who consider that only by having such a ministry, with a minister in the Cabinet, can the arts be maintained and developed.

In passing, one may observe that the Department of Education costs £50m before any money is spent on educating a single child, and no doubt the cost of a Ministry of Culture would approach off money badly needed for culture itself. Moreover, a number of arts ministers have considered that it is better for them to stay outside the Cabinet, lobbying grenades in, rather than having to be party to a consensus about arts and other economies.

A more constructive tax regime and a better law on intellectual property might fairly be expected to engender a more prosperous climate for the artist and so reduce the need for patronage (alias subsidy), and place him four-square upon



Hermione Parker interprets the code-words masking Tory and Labour plans for the welfare state



The book's analysis of this transition towards a residual welfare state is one of its most significant contributions, because it clarifies the issues. Thatcherite social policy, the policies of the New Right, may or may not be best for the country, that is for the voters to decide. But they are certainly not in the tradition of *One Nation* Toryism. Moreover it is unethical when politicians of the New Right use the colours of the Tory Party to win votes for policies incompatible with its more traditional philosophies.

Thatcherite neo-liberalism is the antithesis of *One Nation* Toryism. Its social policies stem from the belief that state services and state cash benefits should be reserved for the poor, in other words they should be subject to a test either of income or of means. The non-poor should make their own provision for themselves and their families, helped by income tax reliefs.

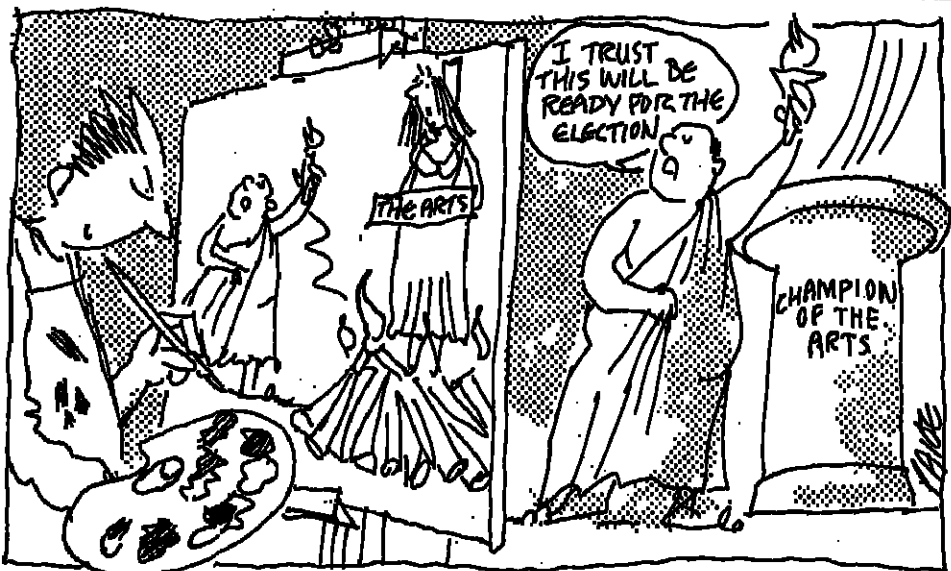
Superficially, this approach has immediate appeal, especially to middle and high-income taxpayers, and to the pensions industry. It is justified on grounds of better targeting, the so-called *Duchess of Westminster* syndrome, after the suggestion in 1984 by the Institute for Fiscal Studies that the Duchess does not need child benefit. But it does not withstand close

examination. It is divisive, it produces serious disincentive effects and if it is to succeed in cutting costs it requires reintroduction of stringent, old-style, liability-to-maintain laws. Otherwise people with incomes just above the welfare entitlement ceilings would rearrange their affairs in order to qualify, and benefit expenditure would get out of control.

Nor should one underestimate the costs and redistributive effects of income tax relief for "voluntary" saving. Already mortgage interest tax relief costs the Exchequer about five thousand million pounds a year in terms of revenue foregone, and tax relief for private pensions costs up to twice that amount, depending on how those costs are measured. The Treasury recoups this lost revenue by increasing the tax liabilities of those who are not mortgagors and those who do not have private pensions. Consequently one person's income tax relief is *de facto* another person's tax increase. Moreover, it is the low to middle income groups, who cannot afford to save, who are called upon to finance the tax reliefs of those who can. A whole industry now exists to advise the rich on how to turn the system to their best advantage. Whether or not this constitutes good targeting is in the eye of the beholder.

Nor is that all. Social policy "must include and reform all institutions that affect class and other forms of inequality". Even the strategy for jobs must be egalitarian. Democracy will be preserved through "groups of men and women coming together, in co-operatives, to organize and administer their own affairs". One of the targets for housing should be "a house with a garden for all families with children". And all of this will be paid for out of that unlikely combination, increased taxation and economic growth.

The book is 250 pages long and it leaves the reader agitated. As for the floating voter, she has been swallowed up.



Culture vultures

Tony Field and Charles Arnold Baker on the need for a politically independent arts lobby, and what it must do

the basis of legal rights. This itself could be a great gain, upon which all save extremist opinion might well agree. In fact, arts legislation, despite much latent good will, is perpetually delayed with damaging effects. Piracy abroad is rampant and causing grave injury to British publishers and their authors. Though 60 per cent of all patent applications in the world are expressed in the English language, the government has by default allowed the European Patent Office to escape to South Germany, and the Irish Republic is assisting creators by valuable tax concessions which may well lead to a brain drain among artists: hitherto resident here.

"Accordingly it seems essential that there should be an effective arts lobby, especially one inside Parliament and not dependent on a voluntary association of people already overworked in the arts and entertainment industry. It is also necessary for the arts voice to remain wholly independent

of the political parties.

It is obvious that the remedies for most of the defects lie, actually or inferentially, in the hands of the government - of whichever persuasion, but since delays will continue to inflict further and cumulative damage, the time factor is itself a reason for the formation of a pushing parliamentary lobby. Actually not quite all the remedies are exclusively in government hands. The lobby could take direct parliamentary action in one particular complex of cases, namely the reform of the law on intellectual property (copyright, public lending, patents, trade marks and so forth). A. P. Herbert, almost singlehandedly, reformed the divorce law, and this was made possible, prior government consent. An Intellectual Property bill could be introduced in the same way, indeed, with a more direct impact on the arts, even by

which authors are professors of the City University.

started in the House of Lords, which tends to be short of business at the beginning of a session. If such an attempt succeeded, the objective benefits would be considerable on their own. In addition, it would clear the ground for the other policies, for it would be easier to focus on taxation and subsidy once the basic property rights were sensibly regulated. If, on the other hand, the attempt failed, the flag would have been flown where the right people could see it, and it could be hoisted again. This has been done successfully by the National Association of Local Councils. There is nothing like a bill for advertising a cause.

One sort of action, however, cannot get far without government support or leadership, and this lies in enforcement. At one end, we need simplified procedures such as the extension of the county court small claims jurisdiction to larger sums than the present £500, and at the other end we need an apparatus for dealing expeditiously with foreign frauds. This requires diplomatic action. In these days when diplomacy is so much concerned with commerce, some room should be found for this: for British publishing, whether words, or written or recorded music, or pictorial reproduction, is an important national as well as personal asset. One object should be to increase the speed with which infringements are committed to the victim, for a pirate in one country can now get away with it for months or even years before the intellectual property owner hears of it. In the electronic era, this ought not to be as difficult as it was.

Meanwhile, let us return to the institutional problem. If, as increasing numbers of informed people seem to think, the Arts Council (in particular) has lost its usefulness, but if also the arms-length principle should be preserved, one solution might be to create a National Arts Trust on the analogy of the National Trust, or a body of independent Arts Commissioners on the analogy of the Church Commissioners, with a representative in one or other House of Parliament. The trust could have charitable status and be able to receive grants and gifts from private as well as public sources, and they should help, or those institutions which need bolstering (like Covent Garden) would not be forced to ask their trade rivals. This means a very high degree of independence both to the governing bodies and in those who appoint them.

There is plenty for the lobby to do.

Weighing things up

-and trotting off to vote. Owen Hickey on a series aimed at an idealized voter

Days of Decision series. Edited by Julia Webster. Privatization. By John Rentoul, Lord Ezra, Peter Clarke. Disarmament. By Bruce Kent, Lord Carver, Lord Chalfont. Freedom of Information. By Clive Ponting, John Ranelagh, Michael Zander, Simon Lee. Women. By Jane Ewart-Biggs, Mary Sall, Mary Baker. Pymac £4.95 each.

Days of Decision this series of short books is filled, pointing at a general election. The publisher has just got the last four out when Mrs Thatcher, who has a predilection for fourth anniversaries, took them by surprise and blew the whistle. The fate of the rest of the series is uncertain.

They serve a rather idealized model of the democratic process, by which the citizen marks the issues uppermost in a forthcoming general election, acquaints himself with what is said about them by the parties competing for his vote, shoves in his own experience, puts up on his thinking cap, and makes for the polling station. It does not work like that. Images and personalities are largely and appropriately important, and voting intentions are the product of many factors of which study and thought are only two. But there is one class of non-voter, or future voter, which can be made captive to the idealized version: fifth and sixth formers. This series has a lot to offer them.

The format is of three pieces on the same topic of about 12,000 words each, coming from left, right and centre in each case, but not for the most part from performing politicians. Rabbi Alan Neuberger then sums up adding a few observations of his own. Nowhere is the chairman's office so needed as in the subject of *Women*. It is only from that one is reminded that feminism has something to do with the unalienable right to an abortion, and hideous assaults on the English language. The three preceding pieces take the form of recorded presentations of party policy, where the governing idea is equality in the job market, in fiscal treatment, on the commanding heights.

Differences of gender - biological (and getting round that), psychological (and, social (too *sempre* *ubique* to be dismissed as distortion) - must be allowed to qualify equality and shape the agenda of feminism if its programme is to be valid and practicable. This is hardly touched on. And is it not odd, if it is not odd, significant - that under the Neuberger chairmanship women do not write about anything except women, and only women are brought in to write about women, although there are plenty of men who are more feminist than most women?

The best written is *Disarmament*. Here are Field Marshal Lord Carver and Lord Chalfont, who as Colonel Alan Gwynne Jones resigned his command in 1961 to become defence correspondent of *The Times* and wrote that an angel from day one. They are

both part of the contemporary evidence for the view that a military training is a high road to clarity and force of expression. Bruce Kent, who brings up the rear ("It is time to take idealism a little more seriously"), is a stylist of more rhetorical gifts. Though he is here more political than monarchical, he does provide a wider context for the one-dimensional differences between Carver, who is deeply sceptical of some received nuclear doctrine and of the utility of Britain's full-dress nuclear strike force, and Chalfont, who is a true believer.

Freedom of Information has a second and better part on bills of rights, where Michael Zander of the LSE states once more his case for incorporating the European Convention into British domestic law, and Simon Lee of King's College in the Strand expresses doubts. It is not exactly an election issue since only the Alliance is pro-bill-of-rights as part of its package of constitutional reform, while the other parties simply ignore it.

The constitutional question is not whether we want judges making law as well as parliament, since the judges already do and always have. The question is which is to have the last word. In theory it would always be parliament since nothing can be entrenched against the axiom that no parliament can bind its successors; but the judges could always be overturned. But the practical effect of a bill of rights would be to enlarge the law-making role of judges and put them, for the first time in modern English history, into potential conflict with parliament. Lee's selective dissection of recent decisions by the justices of the US Supreme Court is helpful material in that respect.

The most startling contribution is Peter Clarke's rhapsody on *Privatization*. He follows John Rentoul, who wishes to show that most measures of that description since 1979 have not matched the advertised claims of their authors, and the middle-of-the-road Lord Ezra, who reflects judiciously on the National Coal Board. Clarke is a real hot-gospelier, and with him Papermac hits the fan. "Privatization is an ugly word that describes a wonderful process," he begins. It is "the most thrilling idea to redirect the whole of politics". The sheer beauty of markets enrapture him, "information-rich cybernetic systems".

The glory of privatization is not to do with the competition and efficiency we hear so much about, but with the fact that it is "the technique finally to neutralize all socialist ideas". The remaining sliver of the public sector defines the opportunities for privatization. In other words, everything must go - police, navy, the currency? Yes, the currency anyway. "The privatization of money... would resolve or dissolve problems contrived by state policy." Then at last "brutality, ignorance, poverty, corruption, and waste - the constant qualities of socialism - can and will be vanquished. The State can be defeated". Or will wither, away, as the vanquished used to say.

BOOKS



Younger Botanical Garden, set on the craggy slopes just south of Loch Eck, where "a Journey can be taken from order to wilderness" - from *Collins Guide to the Botanical Gardens of Britain*, a beautifully illustrated history by Michael Young, with practical information on days and times of opening (Collins £12.95).

Election who's who

The Almanac of British Politics. Third edition. By Robert Waller. Croom Helm £13.95. 0 7099 2798 3.

British voting behaviour is now much less structured than it was in the Fifties and Sixties. In a multi-party system with a volatile electorate such variables as the candidate, the local issues and the strength of party organization in different parts of the country could make a real difference to the outcome of a general election. It is therefore valuable to have Robert Waller's guide to the 650 constituencies in the guide to the national campaign will be fought. In addition to the basic information about the percentage of the vote gained by each candidate at the last election, the author has included some statistical information about the constituency itself - the class distribution, the percentage of ethnic minority electors and the pattern of housing tenure. And in the thumbnail sketch of each constituency, Dr Waller manages to convey something of the character of the area and sometimes of the MP and his opponents.

The idea for an almanac of this kind was, as the author admits, derived from the *Almanac of American Politics* now written by Michael Barone and Grant Ujifusa. Yet if the American version provided the inspiration for work, Dr Waller has established itself in its present form, such information is not readily available anywhere else and is crucial to understanding the contemporary political scene. Its inclusion in the next edition would turn Dr Waller's guide from a useful addition to the reference material into the definitive handbook of British politics.

Gillian Peele

lingo

Prudence

When the Chancellor of the Exchequer made his Budget statement earlier this year, he was said to have shown prudence. The odd thing is that this quality was identified both by those who applauded his proposals and by those who deplored them. That antagonists can share a vocabulary in this way is a reflection of the world's instability of reference.

Originally, of course, *Prudentia* was, like charity, one of the cardinal virtues, the practical wisdom (as opposed to the speculative or theological wisdom) of moral conduct. It hung on to this meaning fairly securely until the end of the 17th century, untainted by overtones of cunning, politics or sharp practice; in *Pilgrim's Progress* (1678) Prudence is one of the damsels at the Palace Beautiful, with her sisters, Piety and Charity, and knows nothing of Mr Worldly Wiseman.

By Fielding's time, however, we find in *Tom Jones* (1749) characters (satirically presented, it is true) for whom prudence is a strategy founded variously on hypocrisy, moral timidity, cunning and calculation. Dr Johnson misses Fielding's point, and having defined "prudence" in his *Dictionary* as "Wisdom applied to practice" expected *Tom Jones* "to make men cunning [rather] than good". Jane Austen is about the last who can easily use the work in its laudatory sense, and Elizabeth Bennet (1813) can resist any suggestion "that selfishness is prudence", asking rhetorically, "What is the difference in matrimonial affairs between the mercenary and the prudent motive?"

So, what of Mr Lawson? A Chancellor will always be calculating, and it is his duty to be in some sense mercenary. What is his relationship with that slippery female, Prudence? (Just to complicate matters further, the 1486 *Book of St Albans* uses "prudence" as a collective noun for purses: *A prudence of vickers*.)

John McDermott

CHILDREN'S LITERATURE

The Mysterious Mr Ross. By Vivien Alcock. Methuen £7.95. 0 416 01312 0

Young readers may well feel conned by the title of Vivien Alcock's new book. Albert Ross, the pale young man, rescued from the sea by 12-year-old Felicity, is hardly mysterious at all. It is his rescuer's over-active imagination and his own excessive charm and complacency that lead the reader to expect some intriguing denouement. It is disappointing that none is eventually forthcoming. The mystery, all along, has lain simply in the effect that Ross has on the inmates of the small seaside town where Felicity's sharp-tongued and much-harassed mother runs a guest house and nags her amiably feckless and out-of-work husband.

The role of Ross as catalyst is not made very clear, but all is not lost for the delight of the book is Felicity herself. Overgrown into a clumsiness that perpetually infuriates her mother and sets her at odds with her fanatical elder sister, she consoles herself by day-dreaming about the lives of the seaside visitors and climbing over the rocks of the dangerous coast. In these expeditions she is accompanied by the cautious, down-to-earth Bony, a fat lad who gets his nickname from his collection of pieces of animal skeleton. The matter-of-fact but never humdrum relationship between these two unlikely friends is the real core of the story.

There is another strength. Vivien Alcock has a fine talent for conveying physical danger, and her readers are given the full experience of Ross's rescue across the swirling currents and of the cliff climb by which the height-scared Bony undertakes to test his courage.

Shirley Toolson

Training for unemployment

Training Without Jobs: New Deals and Broken Promises. By Dan Finn. Macmillan Education £20. 0 353 36508 9. £6.95. 36509 7.

"This book," says its author's introduction, "does not announce, once again, the failure of comprehensive education to ameliorate social inequalities and open new opportunities for working-class pupils that accounts for the ease with which vocationalism became the dominant mode of educational effort after 1976."

That schools were subsequently "trained" for economic crisis they did not create, while training increased as

employment fell, was not only ironic but symptomatic of Mrs Thatcher's aspiration to effect a cultural reevaluation of society. Perhaps it was her own previous experience as a minister that prompted her to attempt this transformation not through the obvious means of education but by an indirect assault using the Manpower Services Commission.

But while he records Thatcher's U-turn on MSC, at first regarded as the monster of all quangos, Dan Finn has not written a history of what he rightly calls "The key state agency acting to mitigate the political consequences of the return to mass unemployment and now controlling one million-plus people in a supposedly free market". Instead, in a central section recalling

his research in a Midlands comprehensive 10 years ago, he concentrates on the revealing effects of raising the school leaving age, long-postponed until mounting youth unemployment made it expedient. Since then a succession of "new deals" have relentlessly raised the age of entry to the labour market.

The outcome of this prolonged work preparation for intermittent employment in jobs requiring less and less from their employees is unlikely to be the reinstatement of tripartism that Finn foresees. For one thing, the Thatcher-Young-Tabbitt-Joseph axis that implemented the new vocationalism no longer holds. For another, Mr Baker's bright idea of running all schools like XTS managing agencies,

grant-funded per pupil by central government on the model of the City Technology Colleges, signals parental competition for traditional, academic success.

Only the opposition programme, combining training with comprehensive education to 18-plus, could possibly breathe any more life into the dead body of vocationalism. Yet it is Labour's version of this programme that Finn endorses as his own favoured "new deal". This conclusion is disappointing for, as research officer at the Unemployment Unit, Dan Finn has punctured the pretensions of a long series of such "deals": a fine record that he maintains in this latest incisive though limited critique.

Pat Aime

BOOKS IN CLASS

Prevention talk

Women and the AIDS Crisis. By Diane Richardson. Pandora £3.95. 086358 189 2.
Understanding AIDS: A self defence manual. By Christopher Rouan. Ryburn publishing, Firth House, Krumlin, Barksland, Halifax TX4 0EL. £2.50 + 50p p&p. 1 85331 001 8

Probably between five and ten million people in Africa are carrying the AIDS virus: about half of them are women. Around 35,000 people are estimated to be infected in Great Britain. Of them, only 17 women have so far been diagnosed with AIDS.

Diane Richardson is not out to put the fear of AIDS into most British women. She is well aware that her figures show an imbalance, nevertheless, she feels it timely to fill a gap in the market with her book about women and AIDS. With no vaccine against the disease, prevention is the only effective defence, so she strikes while the iron is warming up. In the absence of much hard fact about the subject, her book on how many issues AIDS raises for women. Sometimes this is illuminating - a discussion of how AIDS will affect potential mothers, for example; sometimes it is slightly laboured, as in the conventional feminist guess that chloroform may play a part in transmitting AIDS to African women.

On one level *Women and the AIDS Crisis* is a thorough and clearly cross referenced set of practical guidelines on high and low risk sexual and heterosexual sex, artificial insemination, pregnancy and motherhood, drug use. It tells you how to identify the various symptoms, and talks about every aspect of caring for people with AIDS. It is also about sexual politics. Who gets the blame for AIDS - promiscuous people, prostitutes, lesbians, blacks? It all leads towards two possible consequences, she argues.

Either the moral majority will get their way and clamp down on many nearly won female freedoms, or AIDS will act as a liberating force for women. If men and women have to practice safe sex to keep alive it will reverberate into their social relations. Safe sex creates "new meanings of sexuality that are not based on heterosexual intercourse or on men having more control over sexuality than women".

I think she does underestimate the difficulties of asking many heterosexual women to redefine what they mean by "sex", but at least it is heartening to see Ms Richardson has a light at the end of her tunnel. But then her western sisters are not dying yet.

Christopher Rouan's short book *Understanding AIDS: A Self Defence Manual* does not have such a clear idea of its audience. He is on his strongest ground when his work reads most like a textbook. With the help of some rather stark illustrations he describes the precise form of the AIDS virus and exactly how it attacks the immune system. He lays out the symptoms and various forms of the disease, he details high risk activities. All this is useful to dispel many of the myths surrounding AIDS and how it is transmitted. He writes without frills, like humour or any particular illustrations, which may not hold everyone's attention. However, his explanations are easy to follow.

When Mr Rouan discusses the social and psychological issues he is less sure of his footing. I find he is never quite able to discard the technical tone to his voice. Surely, if this is a Self Defence Manual it should be addressed to all its potential readers, whoever they may be? Instead he is prone to talk about people rather than to them. Sentences like "the life style of many addicts is unhealthy and often they do not take adequate care of themselves" are spoken from a safe distance.

Helen Byatt

SOUNDINGS

It was more like a debate than a press conference. Just before the election date was announced, the nation's arts correspondents were summoned to Conservative Central Office for the launch of *The Arts: The Next Move Forward*. This was not an official party pronouncement, but a "contribution to discussion". I arrived slightly late at Smith Square, and hurried in to committee room C. My arrival doubled the great attendance at a stroke and the *Sunday Times* man and I agreed to take turns to put the questions.

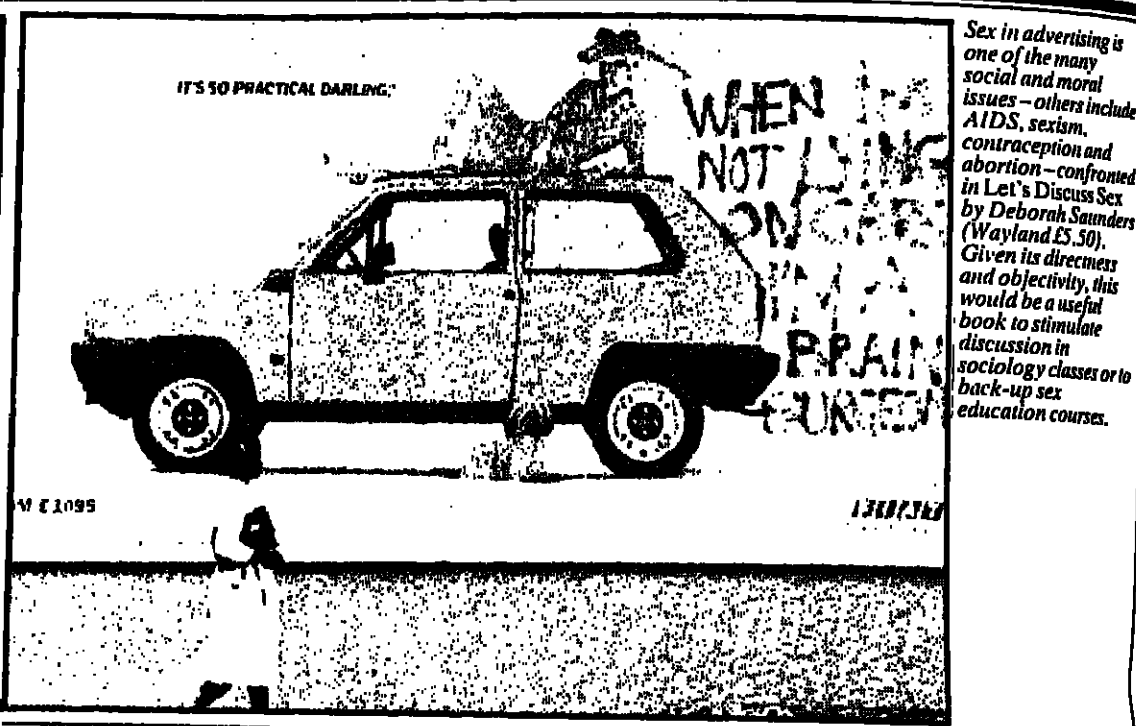
At the top table was a young woman in the chair, flanked by four men in almost identical dark suits and ties. Her bodyguard, I wondered? No, merely four of the document's authors. She introduced Robert Banks and Alan Howarth, both sitting MPs, Chris Butler, who aspired to be one, and John Last, who looked as if he might once have been one. The fifth contributor, sitting on the far right in a provocatively lighter suit, was Stuart Sexton, who needed no introduction.

Having read the document overnight, I was glad to have a rare opportunity to put more than the standard one or two questions allowed on such occasions. I had been staggered to find that, apart from brief references to public lending rights and the British Library, and the cryptic assertion that "it is vital to ensure that English literature set books are of high quality", there was no discussion or imaginative ideas at all about literature.

Correction

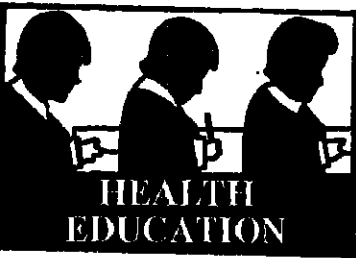
One paragraph in Brian Woolnough's review of *Science in Schools* (TES May 22) was badly scrambled. Here, with apologies to writer and readers, is how it should read:
The articles are ordered, as for each of the books in this series, under issues relating to the nature of the subject, its place in contemporary society, and its treatment in schools, particular fea-

most interesting and raises, but does not resolve, the fundamental tension relating to the way that scientists work. It is introduced by a brief, specially written, section on 'What is science?' An Open University perspective. The picture presented here, though couched with many qualifications, is one of a rather mechanistic scientific method; step one starts with systematic observations and quantitative measurements; step two takes this



Ringing the changes

by Liz Swinden



The Diary of a Teenage Health Freak. By Aidan Macfarlane and Ann McPherson. Oxford University Press £9.95. 0 19 217761 3. £2.50. 0 19 286083 6

Oh dear. Two middle-aged doctors writing a health book for teenagers which purports to be a diary in the style of Adrian Mole and actually expecting someone to believe it? Well, OK, I'm a middle-aged health education officer, not a teenager, and certainly not the audience this book was aimed at, so I asked a 14-year-old friend to read it.

He reported that it was quite funny and better than most books on adolescence, although it was misleading at first because "you don't get what you expect". He said he already knew most of the stuff in the book (he meant the actual bits) and that he certainly wouldn't buy it. It was the kind of book that people bought for you or that you borrowed from libraries.

After reading it myself, I can report that *Diary of a Teenage Health Freak* is the kind of book I could have done with in the late 1950s when I was passing through the "acne/am I too fat/nobody understands me" phase myself. It's really a health book for young people in the guise of a diary written by 14-year-old Pete Payne who, convinced that he is a hypochondriac, decides to record his various health problems. These include acne, warts, alcohol, drugs, headaches, depression, smoking, social phobias, sex, diet and generally surviving life with his parents and two sisters (one of whose diaries he "borrows" to read from time to time, so that we also get the female angle on adolescence).

The hardback edition will be out of the reach of most teenagers, but the paperback at £2.50 would make it a good present for any 13 or 14-year-old. It could also be used in the classroom by enterprising teachers, since it's full of useful health information and at the same time funny with amusing illustrations.

My only real criticism is that it's very heterosexually oriented and therefore missed an opportunity to talk in a reassuring way about homosexual feelings, which can be very worrying for young people. It is also rather "white and middle-class" so may not necessarily seem very relevant to inner city youngsters.

Adrian Mole, the brilliant literary creation of Sue Townsend and

It's More Than Sex! A Survival Guide to the Teenage Years. By Suzie Hayman. Willwood House. £3.95. 0 7045 0512 6
Too Close Encounters: and what to do about them. By Rosemary Stones. Piccadilly Press £5.95. 0 946826 69 2
Everygirl: By Derek Llewellyn-Jones and Suzanne Abraham. Oxford University Press £4.95. 0 19 554710 1

Sex education books for young people have, over the last few years, increased in number and variety. They can play an important part in the process of answering young people's questions about the physical changes they are experiencing but also their relationships to the world around them.

It's More Than Sex! has been available for several months now but deserves mentioning alongside some newer ones. It's sub-title "A survival guide to the teenage years" gives a good indication of the contents - 27 short but concise sections dealing with a wide range of subjects. Ms Hayman's work, which has included being Press Officer for both the Family Planning Association and the Brook Advisory Centres as well as "agony aunt" for a national teenage magazine, has given her wide experience of the kind of concerns that teenagers have today.

Almost half the book is taken up with aspects of sexuality and relationships. I found her advice realistic and practical and relevant to both sexes. Particularly good were the sections "First Steps in Love", which talks about sexual feelings, masturbation and the social pressures on young people to become sexually active, and "Somebody's Your Own Sex" about lesbian and gay relationships. It is a pity, though, that the section on heterosexual sex is entirely in terms of penetrative sex and tends to perpetuate the belief still held by many people that women automatically reach orgasm by penile stimulation of the clitoris during intercourse. How much better to have explained that many women will need manual or oral stimulation to reach orgasm.

Similarly, the section on sexually transmitted diseases does mention AIDS but doesn't discuss safe sex, nor was there mention of the choice of sexual partners or of the wide range of options in sexual behaviour besides penetrative intercourse.

Other topics in the book include how to organise your money, realistic advice about work (particularly for girls - don't rely on being a wife and mother for life) and how to use the NHS. I especially liked the sections dealing with phobias, mental illness and how to cope with school. The text is illustrated with rather stylised drawings which are amusing but do affect the clarity of some of the physiological diagrams. This is a book worth having, however, both as a

years, yet many of the ideas concerned with teaching children how to deal with it (Kidscape, for example) have been largely directed at the under-tens. Now we have a book which recognises that young people have particular problems relating to sexual harassment and assault. Teenagers are vulnerable because they are often physically mature without necessarily being very knowledgeable or aware. They may also have quite a lot of freedom without their families knowing where they are, unlike small children.

Rosemary Stones' book, *Too Close Encounters* and what to do about them, is based on the premise that "knowledge is power", that is, the more you know about the problem, the easier it is to recognise dangerous situations and devise strategies to deal with them.

The approach is frank, honest and extremely practical. Those who have read Jane Cousins' sex education book *Make It Happy* will almost certainly like this book too. They are very similar in philosophy. Much of the book deals with strategies for self-preservation in various situations, ranging from obscene phone calls, being touched up in a crowd, safety when babysitting through to dealing with rape.

It is important to say that this is not a sex education book. Ms Stones does stress how important it is for teenagers to be well-informed (and several books are recommended as part of the excellent Help and Advice section). What is also important and outstanding about the book is that it takes a very moral view of sex. It talks of "valuing yourself and other people" and "understanding and respecting other people's sexual feelings and needs" as well as the importance of controlling those feelings and needs.

Those who know of Rosemary Stones' reputation for her work in the field of anti-sexist and anti-racist books for children will not hesitate to get this book. It should be in the resource library of all those working with teenagers in an educational/parental/counselling situation. Young people themselves will find it clear and easy to understand.

Finally, a follow-up from the authors of the popular women's health book *Everywoman*. Written for the Australian market but covering universal aspects, it deals with "gynaecological facts and details" as well as "diet and skin care, social and sexual behaviour". If its factual information you're after, then this is the book for you, but you won't find diagrams and photographs, though, as well as a very attractive cover. I thought it had a distinctly textbook feel to it although it isn't intended to be one, so it could be very useful for school sex education courses.

Waiting in the Twilight. By Joan Riley. Woman's Press £8.95 and £3.95.
Lead Above Water. By Buchi Emecheta. Woman's Press £3.50
They Won't Take Me Alive. By Claribel Alegria. Woman's Press £3.95.
London Wings. By Zhang Jie. Virago £9.95 and £3.35.
Child of Fortune. By Yoko Tushima. Woman's Press £8.95 and £3.95.
A Glance Away. By John Edgar Wideman. Alison and Busby £10.95
Notes of My Person. By George Lamming. Alison and Busby £10.95 and £4.95.

When, in the 14th century, the word "literature" first entered the English language, it meant "polite learning", polished as in "polite society". It was an exclusive, canonizing term for writing that embraced the "qualities of reason, skill and sophistication that the noblest of society revered. Despite the oncoming of a more catholic, modern definition (literature as the body of written work by a particular culture or society), the old meaning still has a tenuous hold. In the 1973 edition of *Harvard's Usage and Abuse*, for example, the word itself is treated as "literary" and he decries a new use of "literature" (meaning written material of any kind, eg advertising literature) as "silly and unfortunate". It's interestingly, the same appeal to instinctive values underlies the OED definition of Fine Art as "beautiful, will appeal to 'taste'". The

Other lives, other traditions

David Haggie goes on a literary voyage round the world

approach goes deep but, faced by a challenge exemplified here in a series of novels which, instead of glimpses of our way of life, offer glimpses of different ones, it may, finally, be running out of steam: as Barthes wrote, "today, the opposite of good writing is not necessarily bad writing. Perhaps it is just writing".

A case in point is Joan Riley's *Waiting in the Twilight*. It tells the depressing story of a Jamaican woman coming to live in England, for whom everything goes wrong. She becomes so overwhelmed by the impossibility of escape from her suffering that she can no longer discriminate between its various causes (for example, she "hated" the nurse who, in treating her cause was just, and that she lived up to her ideals - even her husband describes a time when he was in prison as "a period when our comrades (his wife) grew greatly in proletarian understanding". In the context of El Salvador, firm beliefs like these are necessary, both as a spur to action, and as a mental barrier against the ever-present threat of death. Where the book fails, however, is that the narrator too relies on doctrine, to the detriment of a much more eloquent medium - the story of Eugenia's own tragic life.

A much more sophisticated story teller is Zhang Jie, whose outstanding novel *London Wings* shows how politics can produce excellent fiction. Jie is one of China's modern writers: *Leadon Wings*, published in 1980, emerged from the mood of openness, whose day, temporarily at least, is over. The novel is built round the struggle be-

between reformers and the "old guard" in a factory, which Jie uses to develop a fascinating picture of the intrigues, petty jealousies and inertia that surround even the reformers themselves. At the same time, she presents a whole range of personal relationships - stale marriages, budding romances, love affairs - in a wonderful idealist attempt to tie China's organizational problems to broader emotional issues. *Leadon Wings* has an army of sharply drawn characters, and provides a pitiful, complex picture of modern China.

By contrast, Tushima's *Child of Fortune* is much closer to the Western tradition: the child of fortune is Koko, an unstable piano teacher, who lives alone, separated from her husband and daughter, and who we follow through a crisis verging on breakdown. Koko is a memorable character - her independent, sensitive spirit differs sharply from the traditional Japanese image of woman dominated, as in the west, by a dichotomy of submission (the Virgin Mary), and evil (the harlot) - and her emotional crisis comes vividly to life through a series of flashbacks, flights of Koko's imagination interlarded into the story. The effect is both subtle and impressive as through a psychological portrait, we catch glimpses of a troubled society beyond.

After such simplicity and delicacy of tone, John Wideman's *A Glance Away* can seem almost brutally severe. First published in the United States in 1967 (and amazingly not available in the UK until now), it tells a most powerful story of life in a black American ghetto, taking the meeting of Eddie back from a year in a drug clinic, and

Thurley, a homosexual white professor from across town, as its focus. Thurley is frozen into a psychological impotence that drives him to the ghetto where, in his albino lover, he finds the "reality" he needs to goad himself into action. Interestingly, while many of the passages describing Thurley are reminiscent of Eliot ("What shall I do now? What shall I do?"), Eddie's ghetto is portrayed in rich, Joycean terms, a contrast that captures neatly the difference between the two writers. Although this sort of writing can sound heavy, Wideman has a firm grasp of his subject matter - a strong story and a deep concern for "poor America" - which brings discipline to his methods: the effect, at its best, is outstanding.

It was George Lamming's *Natives of My Person*, however, that most impressed me. Set on board a 17th-century sailing ship, the novel describes a reformed captain's attempt to "break loose" from the corrupt fictional kingdom of Lime Stone and establish a new society in the Americas: during the voyage, and very dramatically, it emerges that the past lives of the crew have crossed in ways that, ultimately, are inescapable. Caught in the shackles of old habits the captain's voyage becomes a sort of "middle passage" of the European mind.

Lamming is a wonderful story teller. He varies his style throughout, is entertaining, dramatic and brilliantly perceptive: 16 years on since it was first published, *Natives of My Person* still has a remarkably ambitious, compelling novel.

High rank

The Red Earl: The Papers of the Fifth Earl Spencer, 1835-1910. Vol. 2, 1885-1910. Edited by Peter Gordon. Northamptonshire Record Society £18.00 (2 vols, £30.00). 0 901275 52 2.

Lord Spencer rarely makes it into the textbooks. He stuck firmly in the second rank, ambitious to serve rather than to lead, in the words of C P Scott. He was an imposing representative of the last generation of Whig magnates. He managed vast estates with confidence, he dominated the social and political life of his country, and he was close to the heart of government for four decades. As Viceroy of Ireland at a crucial moment he displayed courage, competence and clarity of vision.

Peter Gordon's second volume covers the less exciting half of Spencer's career. He remained a key figure in Liberal councils, served notably at the Admiralty and seemed at times about to emerge as prime minister. There is less high drama here than in the first volume; running Northamptonshire's first County Council may have been nearly as time-consuming as ruling Ireland, but it was less eventful. But almost every page has fresh insight into the world of high politics, as Gladstone and Salisbury gave place to Rosebery, Balfour and Campbell-Bannerman.

There is nothing second-rank about Spencer's treatment here. Peter Gordon's editing is impeccable and, like its predecessor, this volume has been admirably produced at a very modest cost. This is an important biography and a major source collection.

Tom Corfe

Laurence Whistler's life (1985) of his brother Rex, *The Laughing and the Urm* (Weidenfeld £8.95) is often more interesting as a biography than as a portrait of an artist: if only because Rex's death in the Second World War cut short an enigmatic career which could well have become something very much greater than that of a 19th-century dilettante such as Hugh Thomson. Some of the excellent colour reproductions - "Girl with a Red Rose" and the Tasso-like self portrait

Mathias

Henry Irving and "The Bells". Edited by David Mayer. Manchester University Press £7.95. 0 7190 0798 4.

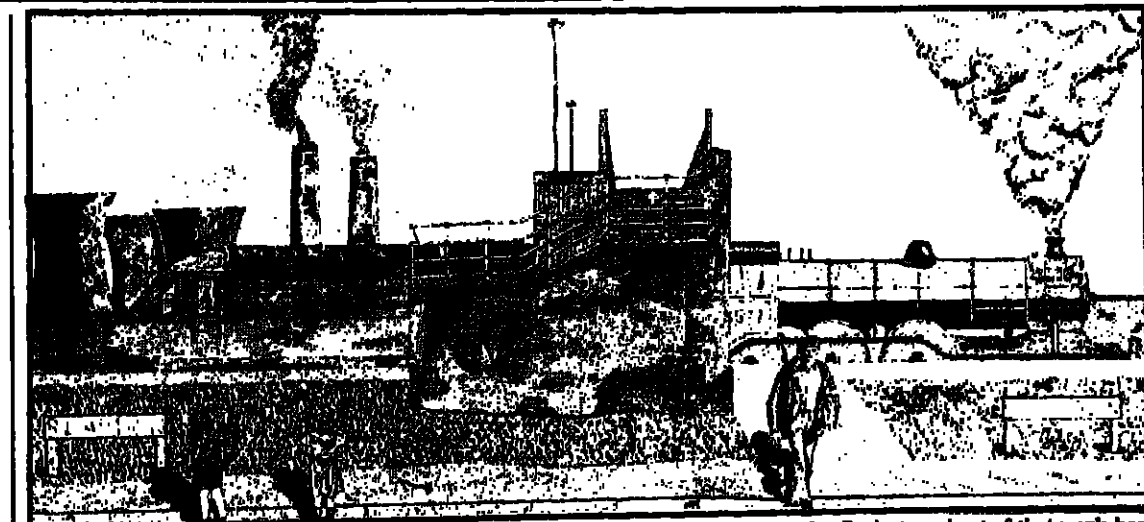
The audience at London's Lyceum Theatre on the evening of 25 November 1871 saw more than a new play, for the first night of *The Bells* was also one of the nights in British theatrical history. It was the night when Henry Irving emerged as the leading tragic actor of his day through his portrayal of the mysterious Mathias (and also, incidentally, the night he left his wife).

Mathias was the most famous part he ever took - he was still playing it two days before his death in 1905 - and the role for which he is best remembered. He was who he was, even in one of his performances, never forgot the essence, such was his power in what he otherwise a rather second-rate actor. But the effects he achieved were known only through hearsay and anecdote until the discovery and publication of his own performance-script.

Scrupulously edited by David Mayer, this has now been republished in paperback and gives a minute-by-minute account of his production, along with set designs and a score for all the original incidental music. Armed with it, any company could mount an accurate reconstruction of the 1871 performance. But that would be a bizarre endeavour - far better to let Irving's own notes about moves and "business" and the wealth of original photographs unearthed by Mr Mayer speak for themselves.

Hugh David

John Halperin's *Gissing - A Life in Letters* (OUP £6.95) is a long and painstaking critical biography of a novelist. Possessed of even less humour than his more famous near-contemporary Hardy, Gissing seemed doomed to artistic tragedy from the day he was caught stealing money from Queens College, Manchester - where he was a brilliant student - to support his alcoholic prostitute-mistress. His



During 1985 pupils from schools throughout Gateshead were involved in the Domesday Project, and out of that work has sprung *The Gateshead Domesday Book*, which offers a visual portrait of the borough through photographs, drawings, potteries and tapestries. Published by the local Youth Enterprise Board (Greensfield Centre, Mulgrave Terrace, Gateshead NE8 1PQ), the book is an inspiring demonstration of what can be achieved through well-coordinated group work. Above, a drawing from Blaydon, whose famous Races have long since been replaced by Stella South Power Station.

A sense of the past

R C Richardson reports from the Historical Association

Like its actual subject matter, history's place in education and society are always being reassessed. How important is it in educational terms to develop a sense of the past? What position should history have in the core curriculum? What are the most fruitful ways of establishing contacts between history and other school subjects. How secure is history's place in higher education? Does it need to be made more relevant, and if so, how and by what criteria? How far and by what means can schoolteachers and their pupils be expected to keep up-to-date with new research and new interpretations? How can the development of history as a leisure interest be encouraged and satisfied?

Questions such as these and the implications to which they give rise are high on the agenda of the Historical Association. Since its foundation in the early years of this century, this

substructure of the Association, with branches throughout the country, and its annual revision schools and conferences are two expressions of its wider commitments and responsibilities. This year's annual conference took place in Winchester last month and was hosted jointly by King Alfred's College and the local branch of the Association. Attracting an attendance of about 200, the very membership of the Historical Association is justly famous. The age range, extending from 19 to 80, was one of the most immediately obvious characteristics. So was the mingling of amateur and professional, don and schoolteacher.

The conference programme of lectures, seminars and excursions attempted to provide for every conceivable taste. Chronologically, the range extended from classical Rome to 1920s America. Local and national, political and social history were all firmly represented. There were participatory

women's history and the history of the media were addressed in plenary sessions. Another lecture highlighted the technological revolution presently taking place in the discipline of archaeology, with computers and video simulations playing a major part.

The prevailing mood and message of this conference were optimistic. Here was a large, diverse group of individuals united by common convictions about the importance of the study of history and its place in the present and future. The Historical Association's base is broad enough to cater for history as an academic research discipline, as a core curriculum subject in the schools, and as a growing leisure interest. The conference demonstrated that the association is well placed to act as a spokesman for history in this country and to provide answers to some of the questions posed above.

The author is head of the history/archaeology department at King

RESOURCES

Shopping for GCSE

It's a mixed bag, and schools are still not sure what they need, reports Jessica Saraga

It was always apparent that GCSE would have tremendous implications in terms of materials and resources. It was less apparent, to both teachers and publishers, what these implications would be. The DES coughed up £20 million to be spent in the last financial year, and it has been duty spent - whether or not to the best effect, teachers simply do not know. There's a great deal of exploring and experimenting before you can get a sense of knowing exactly where you're going, how you're getting there, and what you'll need to help you on your way. And although in a few weeks we'll be half-way towards the first examining date of June 1988, most of the work has been done without any Phase 4 training.

Where have Mr Baker's millions gone? Inevitably there's been a rush to spend, since the money would disappear after the end of March, and there's been considerable frustration that so much that it could have been spent on was still in the pipeline. Publishers had to wait for syllabuses, and some weren't available until last summer.

On the hardware side, the educational suppliers E J Arnold certainly noticed the money going through, though they don't identify any particular trends. These may become apparent in the next financial year. They're anticipating an increase in orders of musical instruments because of the GCSE emphasis on performance, and they're ready with a range of ethnic and Western instruments. But as music teachers are quick to point out, unless their departments are going to get a huge slice of the financial cake, they'll have to proceed very slowly. "Well, of course we need more instruments," says one music teacher, as if referring to a foolish and impossible dream, "but at least we now do have a stereo."

Language teachers, similarly, are pretty sure they're going to need more cassette recorders, with the GCSE emphasis on authentic material. It's more difficult in the sciences. Teachers know they'll need more electronics equipment and more practical equipment in general since practical work is now required to be individual. But it's not always just a question of buying more of the same. There's great scope for new and different kinds of practical work, but teachers haven't had a chance to test them yet. And they want to get it right.

Cameras are also becoming a necessity rather than a luxury, for fieldwork in local history and geography. It's a matter of speculation how many a school will need, with 150 or more candidates in each subject. Video cameras, too, could provide wonderful scope for projects in drama, media studies, and many other areas, but teachers must weigh up the possibility that they, along with the editing equipment, might just gather dust in a cupboard, simply because teachers lack the time to gain experience in using them.

Money is certainly not being spent lightly - educational money rarely is - but at the moment it's impossible to bet on certainties. Let's hope that it



will never come to parents running jumble sales to buy the stuff.

Apart from hardware equipment, there are learning materials for distribution to classes, and support materials for teachers. Their availability seems to depend a lot on what subject they're in. At the moment, scientists, in particular biologists, seem to be luckier than most. Even so, the March spending deadline came and went too soon, since many more resources will come out in the next few months.

Lucky scientists

Much of what's available already is the resource pack containing pupil work sheet masters for photocopying. One has been produced by the Association for Science Education under the SATIS (Science and Technology into Schools) banner, reflecting the applied science and technology emphasis of the national criteria in physics. It's attractively produced, with an emphasis on visuals and graphics. For instance, to design a buoysong in the energy component, you are given a grid and cut-out utilities. There is also *Physics Plus*, a series of photocopyable leaflets produced jointly by the Careers Research and Advisory Centre, the Standing Conference on Science and Technology and the Department of Trade and Industry, with similar material. An electronics work pack on the same lines will be available from Edward Arnold later this year.

For biology, Philip Harris has for some time been developing materials which emphasize applied biology and the social implications of biology. They already had a fermentation kit, for example, and a video on genetic engineering; they have now produced a resource pack on genetic risk.

In the area of assessment, where teachers feel in most need of support, biology is well off, too. Edward Arnold's practical assessment pack contains different kinds of practical

work along with explanations of what examining group they're relevant to, and which of that examining group's required skills they test. Photocopyable teachers' grids are even provided, with checklists of skills to look for. A similar John Murray pack will appear in a month or so, and a Cambridge University Press one in early 1988.

All these publishers are also planning physics and chemistry packs on the same lines. For mathematics, Edward Arnold already has a *Decision Maths Pack* on practical problem solving, even though assessed coursework is not going to become compulsory until 1991. CPJ plan an interdisciplinary pack on mathematics.

In the humanities, though, it's all a bit different. There is some assessment material, but the nature of the subjects makes it more difficult to give guidance without being prescriptive. It's not nearly as straightforward to assess, say, whether a candidate has competent measuring skills. And there's not a great deal of published help, so many humanities teachers are devising their own assignments, conscious that they will have to be moderated.

English comprehension questions testing response to language are notoriously difficult to devise. If you ask a question, you don't elicit a response to language. If you ask a question which elicits a response to language, you're in danger of discriminating against the less able. How can you differentiate between personal responses anyway? In history, as well, the varieties of response are likely to be so wide that no check list could ever be definitive.

It's more or less accepted that any mark scheme will have to be revised in the light of the work that comes in. But this is the kind of thing on which publishers might usefully try to produce examples of good practice. The examining boards have produced videos on assessing oral English, but even these seem to go overboard on what you shouldn't do rather than

what you should. Since so many English syllabuses involve 100 per cent assessment, it all seems rather urgent. Writing skills in English are better catered for. Mary Glasgow Publications, for instance, have an assessment pack, *Write to the Point*, with different ideas and examples of writing assignments. The same group has produced assessments packs with cassettes for listening and speaking skills in French and German, *Points Cardineux* and *Orientierung*. Reading and writing skills packs are to follow.

Not enough time

But right across the board, the resource in shortest supply is time. Teachers need more non-contact time, to think, to plan, to share ideas, to devise assessments and mark schemes, to find out what resources are available, and to pursue the impossible ideal of tailor-making each assignment for each pupil according to her or his interests and aptitude. In an ideal world this would be possible. Teachers would be in the local museum or library, searching out the most suitable material for each individual project. All the published resources would be written in language simple enough for every candidate to understand, while at the same time sophisticated enough to stretch the more able.

GCSE, one examination for all, must be operated in the real world, and the real world has immense practical limitations. It's unlikely to provide the increased personnel which seem imperative. Mr Baker's millions could have been spent on person power alone. Technicians in science labs are run off their feet, and now that virtually every subject has a practical element to it, there should be technicians for the rest of the school as well.

It's only now, when many schools are planning fourth year tests, that some of these considerations are having an impact. In modern languages

you need interview rooms for oral, with smaller rooms adjoining, where the next candidate can prepare in isolation. What you'll probably get is a couple of rooms which, if you're lucky, have cupboards in them. With a couple of hundred candidates, and a 15-minute oral each, you'll need 50 teacher hours and 100 room hours to get through it all.

As for clerical assistance, that's beyond value. Teachers without typing skills are at a clear disadvantage. A few word processors in the staff room might make a difference. Teachers are queuing for photocopy machines from the beginning of a marking period until the end. School secretaries, on whom so often the reproduction of internal exam papers falls, are only just realizing what's hit them. The amount of paper being shifted for worksheets, assignment briefs, and test papers, must have killed a couple of forests. Candidates appreciate help with the presentation of their material, too. One media resources officer in South London has bought in a binding machine, and makes himself available every lunch time to offer help with lettering and graphics.

And this time next year, spare a thought for the teachers responsible for public exams. The boards have no system of common entry, so there'll have to be up to five sets of entries. The examining boards would do well to supply training courses in GCSE administration.

Outside schools and publishers, one initiative has come from the Rank Educational Support Service, which has set up GCSE residential weeks for beginning this November at Burt's in Minehead and Brighton. They have been working towards this new venture for more than a year with a specially recruited panel of teacher advisers. There'll be an emphasis on language and numeracy, but everything will be approached through practical work and fieldwork, and students will be helped and encouraged to prepare assignments for assessment in various subjects.

It sounds wonderful, but there are bound to be organizational problems at the school end. There are free places for accompanying teachers in the ratio of one to 10, but how are teachers going to be spared in these numbers across a whole year group? What about families which can't run to the £69 plus VAT and the travel? Is it really fair for candidates to be able to buy extra help in this way? Rank hope that PTAs will step in here.

It all comes back to the same fundamental problem. GCSE has put tremendous pressure on the financial education. Is it under-resourced. Where there's not enough to go round, someone has to miss out. If it's going to be the less privileged who end up getting less access to equipment, fieldwork and the commercial support on offer, because the onus is put on parents for auxiliary funding? Teachers are committed to making GCSE work because they believe in its aims and ideals, but many are seriously concerned about whether it is possible to do it justice when their time and resources are so stretched.

notes

ANIMATION COMPETITION
Developing youngsters' awareness of the increasing job opportunities in the animation industry is the objective of S4C, the fourth television channel in Wales. They are running an animation competition for schools. Pupils are invited to create a strip cartoon which would be suitable for adaptation into a 25 second animation film.

Each school's entry should be created by a team of two to five pupils, and must be submitted by October. Winners of both the primary and secondary categories will receive a £500 cash prize.

and have the opportunity to work with Superted creators Sriro Animation in developing the cartoon into a form that can be shown on S4C. Two hundred pounds will be awarded to four runners up, and there will be an additional prize for the best Welsh language entry.

Abstract images or real characters and objects can be presented, but the theme must be clearly illustrated in the picture sequence.

Information from Christopher Grace, S4C, Sophia Close, Cardiff CF1 9XY.

HELP THE AGED
Help The Aged's 1987 education catalogues give details of the charity's publications and training materials for people of all ages. They are available free of charge from Help The Aged's Research and Education Division, St James's Walk, Edgbaston B11 4BE.

OFF AIR

WHAT DOES the post-election future hold in store for broadcasting? MPs from the three major parties have spelled out their views in *Broadcast*, one of the media's trade and professional magazines. They make slightly puzzling reading. Labour's Austin Mitchell gave the predictable "hands off public service broadcasting" message, but ignored the threat to educational broadcasting from deregulation.

Consent Freed, for the Alliance, argued allegiance to the idea of education as a licensed use of mainstream TV which *Off Air* has already highlighted as part of planned Tory legislation. Meanwhile Tim Brinton for the Conservatives opposed the idea of the amendment which makes TV and radio answerable under the Obscene Publications Act, despite widespread support for it.

Mr Brinton also appears to have some ideas about what young people like. "There are signs that the vogue for pop music may be lessening," he writes, "possibly to be replaced by some other fashion for youth."

Mr Brinton hasn't thoroughly read the Green Paper on the future of radio, one implication of which is the licensing of hundreds of small local independent stations exclusively playing pop - a result of deregulation. Another possibility is a national independent channel. The public's comments on the Green Paper are still being read out June 20. They should be closed to receive 664 Home Office, Queen Anne's Gate London SW1.

Radio has always been characterized as an intelligent medium. This year it will become even more so, in the electronic sense. The BBC is already using its Radio Data System (RDS) which will go on air in the autumn. It will send out signals which will be broadcast alongside some VHF programmes, allowing your new RDS equipped radio receiver to seek out the strongest signal in the area, and tune itself to different frequencies and frequencies if you're moving around the country. The receiver should be on sale by the end of the year.

RDS would have interesting implications for schools' broadcasting. The BBC is currently discussing with manufacturers the feasibility of an RDS radio cassette machine, which can be programmed to receive and record specific programmes, thus doing away with the need for a time switch. And theoretically, the capacity to receive data as well as text could, in future, mean RDS receivers printing out fact sheets and other printed material.

Our new report *Popular Television and Schoolchildren*, published in 1983, recommended that "all teachers should be involved in examining and discussing television with young people". This has been widely taken to mean across the curriculum, so it's thumbs up for Media Studies and thumbs up for media education.

But if the theory is "every teacher a media teacher", then there's a lot of work to be done in the area of training, especially for secondary teachers. What insights, for example, can be gained into the media by teachers of geography, literature or science? South East Arts are organizing a one day event on Saturday June 27 at the Common Work Centre, Edenbridge. Ring to look at this and other issues, beginning with a presentation of the ideas and concepts that might apply across the curriculum. For further information contact Tim Cornish, South East Arts, 10 Mount Ephraim, Tunbridge Wells, TN11 8AS.

Nick Baker

MEDIA



The soul of Arabia

Peter Parker takes a Radio 4 package tour

CONTINUING EDUCATION
The Arab World
BBC Radio 4
Thursdays, 7.40pm from June 4

At the end of a short preview of *The Arab World* an Arab academic in Jordan says: "We are a people fighting for our soul." He does not elaborate, nor is he asked to. The words have a function: after a journey that takes in Islam, the Fertile Crescent, Palestine, Egypt, the Gulf states and the countries of North Africa that function is to round things off, not stir them up.

The same may be said for the series as a whole, if the BBC's 15-minute preview (and the accompanying book) are representative of the seven programmes. An eighth will be devoted to a studio discussion.

It is not that producer Alan Wilding and BBC Middle East correspondent Gerald Butt do not take good care of their audience. Rather the opposite. Yet, like even the best package tour, their programmes promise to be no more than sensible, crammed and old fashioned.

Their intentions are laudable if limited: to be dispassionate, to dispel the myth that all Arabs ride camels and are either millionaires or terrorists,

and to give an idea of the diversity and unity of Arab life as variously lived by Egyptian peasant or Gulf sheikh.

Thus we meet a falconer in the Gulf grieving over the loss of one of his eight falcons - the £2,000 bird stayed for 18 years, then flew off. Newspapers say that the Gulf states are vulnerable to the export of Iran's Islamic revolution, but we learn from Bahrain's minister of information that oil folk can carry on living with the Iran-Iraq war for another seven years, though, naturally, they would prefer not to. In Dubai, where the Iranian bourgeoisie fly in for a day's shopping, we are told that "trade is above politics".

Some of the material is deeply moving. One Palestinian doctor explains why young Palestinian children still throw stones at Israeli soldiers, although they risk being shot dead.

It is, however, the Arab world from a familiar vantage point. We gain another useful potted history of the development of Arab countries. The interesting questions, and the unasked ones, lie in the failure of these states to bring their political and military domination by force to a halt, and in their political culture which all too often has led to tyranny and secret police.

The listener will learn that an Arab is not to be defined by geography, race

or religion but by language and a shared culture. By the end of the series, however, he may well be little the wiser about the nature of this shared culture and the crises it has faced over the last 200 years as it has tried to meet the challenge of the West.

Part of the reason doubtless lies in the inherent difficulty of presenting such a complex entity as a culture. But it is also partly because the producer and presenter seem reluctant to ask engaging questions of those they have interviewed. How do Arab conceptions of a good life differ from ours? Why is atheism or agnosticism shameful? Why is it that generosity is so highly valued? How do women adjust to losing custody of their children after a divorce? What sense do Arab parents make of their children who become addicted to drugs or glue? Above all, what leads an articulate man to say he and his fellow Arabs are fighting for their soul? It may be that this series does turn out to address itself to questions like these. But the answers are not good.

You can't always go home again, of course, and some homes reject their offspring before they are ready. Teachers will need to be sensible - the possibility of such raw deprivation being exposed in class before they show *Janna - Where are you?* but otherwise it is a good improving tale.

Victoria Neumark

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The youth vote

The Election
British Youth Council
£3.50 to BYC member organizations,
otherwise £4.95
British Youth Council, 57 Chalfont St,
London NW1 1HU.

The British Youth Council clearly took a calculated though not too risky gamble on this being election year; they have produced a most timely resource pack. It could be useful in schools, colleges, youth clubs, or any situation in which young people gather, or for that matter, with adults, too. But the BYC feels particular concern because of evidence that young people don't see the point of voting.

Many young people don't see the

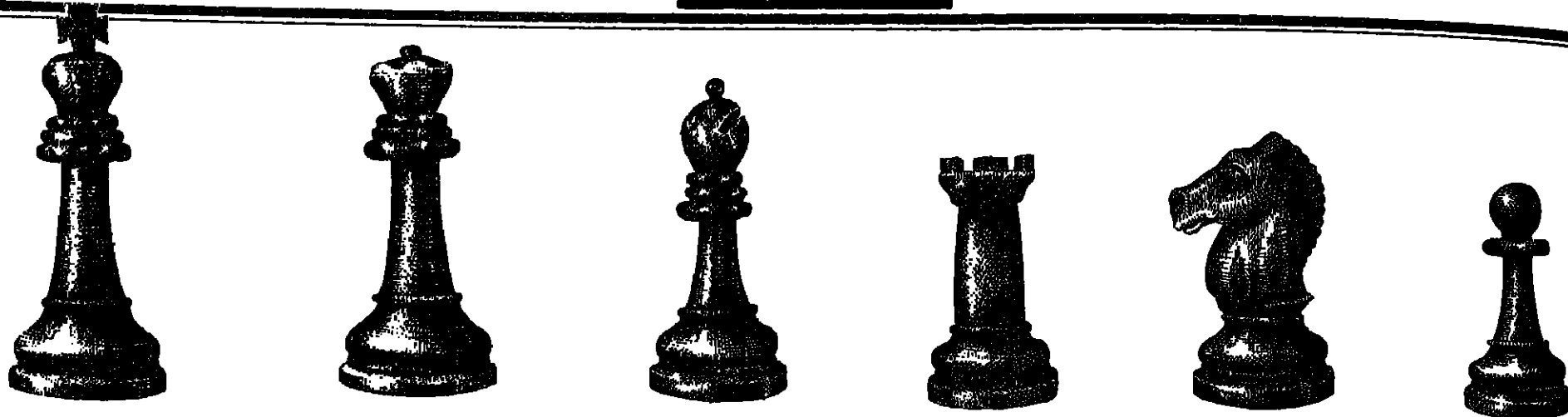
relevance of politics to their own lives. Some put up barriers against anything teachers and parents think ought to engage them. Here the media have an advantage. Unlike people hooked on snooker or bowls or old movies because they're there. When what's there is election coverage, even the most hardened cynic may find themselves wooed into interest. This pack can help capitalize on the softening up process. Young people may still end up not voting, but at least they'll know more about what they're not voting for.

The pack contains leaflets and posters, suitable for distribution or display, with information on how a British general election is called and run, and the development of our Parliamentary

democracy. There are separate sheets for the policies of each major party, including the Scottish and Welsh Nationalists, the Green Party and the Northern Irish parties. Interestingly the Nationalists and the Communist party seem to have the Alliance, followed closely by the Alliance. The Conservative and Labour policies don't even reach the back of the sheet. Also included is information about different forms of proportional representation, and some ideas for activities for getting involved. Why not, for instance, in running a mock election, get voters to vote two ways, one in a first past the post system and once in a PR system? The results should be interesting.

This is a non-partisan pack in aim, and in execution too. It will certainly be useful not just before the election and immediately afterwards, but as a handy standby in political studies.

JS



When Gary Kasparov and Anatoly Karpov sat down to play the World Championship match in London last July, they were playing on what looked like a perfectly normal chess set and board. The set they were using was a standard, Staunton pattern set made in England by Jacques, and the wooden board with its two-inch squares was ideal for the event. But in fact this was no ordinary chess set and board. Each of the pieces had had the lead weight drilled out of its base and substituted by a small wire coil wound round a ferrite rod bought in a radio components shop. Each different piece had a different number of turns on the coil, and the coils in the pieces of one colour were different from those in the opposite colour. In all, there were twelve coils of coil (white pawn, black pawn, white knight, etc.).

The appearance of the chessboard also helped its contents. The board itself was about 1.25 inches thick, and was countersunk into the table. Inside the board was special electronic circuitry which sent out signals to the coils in the chess pieces. If a particular square of the board was occupied, the coil in the piece on that square would send back to the board a signal which corresponded to the number of turns on the coil in the base of the piece. By measuring the signal that came back to each square, the microprocessor in the board circuitry could tell whether a square was empty or occupied, and if it was occupied, by what piece.

Transmission

The whole point of the exercise was to enable the chessboard to "read" the position on the board at all times, and to transmit this position, via a cable, to an IBM personal computer at the side of the stage.

The computer converted the information about the position to a nice, coloured graphical representation of a chess board, rather like a coloured version of the diagrams of positions that one finds in a chess book or newspaper column. These graphics were fed, via a number of cables, all over the Park Lane Hotel, so that spectators could watch the game on television monitors from most parts of

Full board at the Park Lane Hotel

David Levy explains how computers and cables came into play when Kasparov met Karpov

the building. As a move was made by Kasparov or his opponent, the piece which then showed the new position.

In addition, the screen would show the previous few moves played in the game, which were displayed in algebraic notation below the position, and the time consumed by each of the players, accurate to within a second.

As well as showing all this information to spectators at the playing site, the computer was able to send the same information down a telephone line to the Ceefax computer at the BBC Television Centre, and thence to the screens of Ceefax viewers all over Britain and some parts of the Continent. It was thus possible, while Kasparov and Karpov were battling it out in London, for chess enthusiasts to sit at home and see the position and clock times updated on their screens within 15 seconds of the moves being played on the board.

This method of demonstrating chess games represents a big advance on the traditional approach of using large demonstration boards on the stage and having "board boys" moving the magnetic pieces as each of the Grandmasters makes his move. The human board operators would sometimes disagree with the new technology for this reason. From the point of view of the spectators, the computer technology was a big step forwards because the position and other information on the screens would always be correct, and would change the instant a move was made. Previously, if the players were moving quickly (which often happens

at the critical stage of the game when one or both of them is short of time), the board boys would not be able to keep up with what was happening and the spectators would grow restless and noisy, unable to see what was going on.

This "magic chessboard" technology had, in fact, been tested earlier in the year at the GLC Grandmaster tournament in London, where Short, Spassky, Miles, Portisch and a host of other Grandmasters competed. But at the World Championship match the novelty of using the "magic board" helped chess experts give a running commentary on the game. In a room two floors above where the players were seated, leading Grandmasters were explaining the game in progress to an audience of a few hundred chess fans. The Grandmaster had another ordinary-looking chess board in front of him, and as he moved the pieces the audience could follow what was happening on a large projection TV screen.

This method of lecturing paves the way for a fantastic concept which in reality could be put into practice right now. Imagine that Kasparov is in London, using one of the magic boards. The computer is connected via a modem to a telephone line, and the other end of the telephone line is in Lusaka, or Rio de Janeiro, or Havana. The telephone modem at the other end is connected to another IBM personal computer, which in turn is connected to a television set. A second or so after Kasparov moves a piece on the chessboard in London, the corresponding move appears on the screen in another continent.

Already we are in a position to go even further with the technology. Those of you who watched the BBC 2 coverage of the World Championship match would have seen the same system of graphics in which the commentators to highlight various squares on the board. Kasparov could make his first move 1 d3-d4, and the spectators in Rio might see the highlighting marks around the c5 and e5 squares, as the World Champion indicated that his pawn on d4 was attacking the squares c5 and e5.

As if this is not enough, imagine what could be done with two telephone lines instead of one. The second line could be used for speech, and as he moved the pieces in London and initiated the square highlighting to emphasize his points of attack, Kasparov could talk into a microphone, and his words would echo a second or so later in Rio or wherever. Thus, for the cost of renting one or two telephone lines for a couple of hours, chess enthusiasts in every country can have the benefit of lectures by famous players. Kasparov could lecture in Sydney in the morning, New York in the afternoon and Nairobi after supper.

The technology that I am describing was developed in London by Intelligent Chess Software Ltd. The idea of using coils in the pieces is not new; it was pioneered by Ken Thompson of Bell Telephone Labs in New Jersey, creator of the famous *Belle* program which was World Computer Chess Champion from 1980 to 1983. But the application to the demonstration of competitive chess and the extension to

lecturing about chess are purely British concepts. As one Grandmaster said when he saw the system in operation at the match: "Chess will never be the same again".

Another interesting development in computer chess is the analysis by *Belle* of all the games from the 1986 World Championship match. The computer is being given approximately one hour to spend on each game, and it completes its analysis at the next half-move of search depth, it prints out what it has found and how long it took over that particular part of the search.

Tactical trick

Up to now I have received only the first three games (the computer is working on them at the rate of two or three a day), but I can already report some interesting results. In the second game of the match, on the eighth move Kasparov spent one minute and played his bishop to d2. In his excellent book on the match, Raymond Keene commented: "At first sight a paradoxical choice, since White's centre appears to be unprotected, but a neat, typically Kasparovian, tactical trick keeps White slightly on top." In fact *Belle* found the same move, 8 Bd2, after only 2.71 seconds' thought!

Later in the same game, after completely outplaying Karpov throughout, Kasparov reached a winning position. On move 39 he played Ne3, a terrible mistake which dissipated his advantage, and the game eventually ended in a draw. *Belle's* first idea was also 39 Ne3, but after only 1.9 seconds it changed its mind and found the crushing blow 39 Rc7! Quoting Keene again: "We have heard that Kasparov smote his head with his hands when seconds pointed out 39 Rc7 shortly after the adjournment." The point of Rc7 is that White threatens both Ne5 and Nxb6, as well as 40 Rc7xg3+ 41 Nxe5+ K moves 42 Nxf3 g3x3+ 43 Kx3, with an easily won endgame.

Perhaps computers are not yet ready to take on Grandmasters in serious combat, but the best of them are certainly able to teach the world's top players a thing or two!

senior high kit, for example, would cost a British purchaser 80 Canadian dollars (about £40), sent by surface mail. Information about the purchase of kits and about the Calgary Games may be obtained from the XV Olympic Winter Games Organizing Committee, PO Box 1988, Station C, Calgary, Alberta, Canada, T2T 5R4.

Taking account of cost and orientation of the materials to the British curriculum, teachers in Britain might not find it worthwhile to purchase one of these kits from Canada unless they have a particularly strong interest in either Canadian affairs or the Winter Olympics. However, many British teachers might well wish to start thinking about possibilities suggested by the production of these kits for future studies of western Canada in geography lessons or of the Olympic Movement as an adjunct to PE lessons.

Teachers who do have an opportunity to see the kits might regret that resources of comparable quality have not been developed in a similar format, albeit without the Olympic Games orientation, to support the introduction of new GCSE courses. These Olympic kits remind us of how much help can be provided for teachers and students when the necessary organization and finance are there.

The Olympics and You kits are not on sale in Britain, but 400 additional copies have been made available for purchase in Alberta. Prices vary, but

How you play the Games

David Skinner on curriculum materials from Calgary

on British equipment) and two filmstrips and audio cassettes.

The binder included in the *Junior High Resource Kit* (equivalent to the lower secondary years in Britain), contains 514 pages grouped into six background sections and nine subject areas. The 498 pages of the teacher's guide in the *Senior High Resource Kit* are similarly grouped.

All three kits, entitled *Come Together - The Olympics and You*, have been developed from preparatory work done by over 200 teachers and volunteers. They have been edited by Dennis Binder, who was employed specially for the task. Pages are well printed, mainly in black and white to facilitate photocopying for educational purposes. An underlying theme of setting goals and striving for excellence has an obvious intention to promote the ideals of the Olympic Movement, but controversial issues such as politics and the Olympic Games and commercial aspects are included, and an attempt is made to present a variety of points of view on such matters.

Although designed to tie in to the "normal" curriculum in Alberta schools, these kits provide a rich source of facts

and ideas that might be of interest to a wider audience. In the senior high school binder the background sections provide material on the Olympic Movement from the origin of the Games in Ancient Greece, Olympic issues (such as women and Olympic



sport, the amateur/professional dilemma and the use of drugs to improve performance) the types of sports, how Calgary obtained the Winter Games, what has to be done in terms of organization and where the major sporting venues will be. Nine subject sections cover art, business education, health, home economics, language arts, mathematics, physical education, sciences and social studies.

The home economics section has projects relating to winter clothing and to nutrition and the competitive athlete. The language arts section suggests activities responding to literature and films about sport and achievement, and the mathematics unit provides exercises on probability and statistics and on problem solving. Science includes the biology of sex differences and the physics of riding the bobsleigh. The social studies unit examines the value conflict between national self-interest and international cooperation as it relates to participation in the Olympic Movement.

The Olympics and You kits are not on sale in Britain, but 400 additional copies have been made available for purchase in Alberta. Prices vary, but

David Skinner is a lecturer in education at the University of Leeds.



Only the lonely

Alan Manning describes Lothian's four-stage training for primary heads

It is often said that the loneliest place in a school is the headteacher's office. An education authority has a duty to offer appropriate training to its senior management staff in schools to equip them for a wide range of responsibilities in a constantly changing environment. The range of needs is wide and diverse, in a region where the 244 primary schools range from the smallest one-teacher rural school with a roll of 15 to the large establishment with 628 pupils and 35 staff. We have had to devise an appropriate training system which is flexible enough to serve particular needs.

A four-part training programme for primary school headteachers has been developed. Often in smaller schools, heads are appointed straight from the classroom. They may have had limited previous experience of management and/or organization, other than that normally undertaken within their teaching routine.

For the larger primary schools, appointments may be made from existing assistant headteachers who have built up some knowledge of the running of a school or from serving headteachers moving to larger schools. As the region has an open policy towards recruitment, appointees may come from either within Lothian's own system or from other authorities and schools in Scotland and beyond. Appointees may also come from outside the primary school environment so it was therefore imperative to establish induction procedures for newly-appointed headteachers. These form the basis for the fuller development of the general management training programme.

Before taking up their positions, new heads have the chance to spend half a day in the education office to be briefed about the particular requirements of the post, learn how the department is organized and meet key personnel including the director. This means the new headteacher can put faces to names and gain an insight into how the various sections in the headquarters operate.

The assistant director or senior education officer for primary education advises the new headteacher on his or her responsibilities. Attention is drawn to any aspect of the head's new school where the authority believes an effort is needed to bring it within the Region's overall general policy framework.

Candidates are encouraged to visit the school before any interview although this can result in strong impressions. The induction procedure therefore continues with a visit to the receiving school, usually with the senior education officer, to meet staff and discuss any particular issues which need attention.

Thus successful appointees should have a

well received, not least to restore the occasional flagging confidence.

The third stage of the programme is still being developed. It consists of an extended management development programme for headteachers who have been in post for a number of years, offering them an extension to their management training to help them cope with constantly changing demands.

An Education Authority which expects its headteachers to be aware of national and regional policy initiatives and to implement new procedures, has a duty to help them develop managerial skills for this purpose. In Lothian Region, about 20 headteachers will participate in a two-day course designed to provide an overview of the management process in relation to primary education in general and to the primary curriculum in particular. Follow-up school-based assignments will then be undertaken within participants' own schools, followed by a further one-day meeting to review and conclude the course.

Extra courses are scheduled on personnel management, resource management, the primary

curriculum and school and community development. The intention is that new heads will choose those applicable to their own interests and situations. Thus they will be given an opportunity to tailor an appropriate two or three-year programme for themselves, based to some degree on their own perceptions of needs. We hope this will not be a one-off exercise, but a continuous process with existing headteachers and new headteachers.

There is the possibility of linking in with the three-tier structure of award-bearing courses in colleges of education; the planning group includes representatives from colleges with whom the region has strong links.

We believe that the determination of training needs for headteachers should be based, to a large extent on self-analysis so we have chosen to involve experienced headteachers closely in all planning. We recognize there is a wealth of experience and expertise available which should be utilized.

But there will be times when the authority will want to encourage headteachers towards specific curricular developments. The fourth part of our training programme therefore consists of a regular series of one-day conferences for all primary headteachers. These are organized by the advisory service and usually concentrate on specific topics like computers or science within environmental studies. They involve specialists who advise headteachers of developments and encourage them in the most appropriate way to involve staff in reviewing teaching content and method within the classrooms.

We are considering extending the scheme to encompass nursery schools where headteachers may still feel the need for guidance on school management. Programmes for headteachers of special schools also need to be considered.

We would like also to investigate training programmes for potential headteachers; those who at present may be serving in the classroom or as an assistant headteacher, but who want ultimately to run their own schools.

As devolution of powers to individual schools continues, we hope in Lothian that we will be able to rely on a body of able and competent headteachers who are forward-thinking managers of complex establishments, and who have the confidence and respect of staffs and parents to take these establishments forward towards the next century.

Alan Manning is senior education officer in the nursery, primary and special education division of Lothian Regional Council.

What Grange Hill does today...

Michael Smith finds common ground with his pupils in the forbidden fruit of children's television



The Grange Hill mob make their anti-drugs pop record.

Every Tuesday and Friday, after a day's work in a comprehensive school, I come home and sit down with my teenage daughter to watch *Grange Hill* on television. Although to many of my colleagues *Grange Hill* is an inexcusable waste of time, I confess I have been a regular devotee since the series began.

Occasionally I find it irritating, particularly if an evening's episode stretches the imagination to the point of incredulity (the recent donkey story is a case in point) or happens to reflect a stressful situation from which I have so recently escaped. In general, however, I find it mildly entertaining and, more important, of value in that I can sometimes share and discuss with my own pupils, who also watch *Grange Hill*, a common objective view of a school which is not real, not our own, but which frequently and in many respects resembles it.

For many parents the programme is their *bête noire* and they forbid their children to watch it. They imagine dark, subversive influences at work and are afraid lest their sons and daughters pick up slovenly speech, imitate bad behaviour and cease to be the invariably "nice" children which they fondly believe them to be.

In spite of such prudery, I find that most of my first and second-year pupils watch *Grange Hill*. In the third-year, the numbers of regulars begin to fall (the programme having been replaced perhaps by more supposedly sophisticated fare) but that even in the fourth and fifth-years the signs of recognition which greet my occasional references to the series lead me to suspect that many still enjoy the twice-weekly school soap-opera than would be prepared to admit it.

The fact that the programme is taboo in some homes is well known and adds a certain aura of excitement as children savour the forbidden fruit. The notion that responsible adults, figures of authority, are anti-*Grange Hill* no doubt accounts for the surprise with which pupils habitually greet the news that I watch, too. Their reaction could

also be due, of course, to their resentment at the intrusion of a teacher into their private preserve, a world in which they can vicariously enjoy, for example, the discomfiture of members of staff. If they do at first tacitly object to my presence, any resentment is soon dissipated when they find that I am prepared to take seriously the issues raised in *Grange Hill* and to discuss them.

Among these issues recently have been drug abuse, serious illness, indiscipline and disruptive behaviour, examinations and boy/girl relationships. My view is that the various scriptwriters are adopting a responsible attitude towards the "Just Issues", the most obvious example being the "Just Say No" campaign arising from Zammo's drug problem.

The discipline is also aimed at other issues. The

known to quip that what *Grange Hill* does today we shall do tomorrow! Levy apart, there is some truth in this, although sometimes it is we who are the initiators. Certainly, many of the issues currently being considered among teachers, governors and educational administrators get their airing at *Grange Hill*. In my school we have just had an in-service training day on profiling: they are introducing profiles at *Grange Hill*. A parent-governor at *Grange Hill* complains of too many fund-raising activities, a concern shared by some parents in real life. I was recently able to preface an unannounced check on homework diaries by pointing out to my pupils that *Grange Hill* has them, too.

It could be that certain aspects of our pupils' own school lives which they find irksome might become more readily acceptable if they feature also at the fictional school which they attend voluntarily as armchair critics. Certainly it can be instructive for children to gain insight into the issues which are the present-day concerns of teachers and which inevitably divide them. One can afford to be critical with impunity if the arguing members of staff are Mr Bronson and Miss Booth rather than real teachers.

It seems to me that, far from being subversive and harmful, *Grange Hill* has much to commend it. As well as fulfilling its role as innocuous entertainment, it is prompting constructive thought on many areas of great concern to today's younger teenagers, the vast majority of whom are in comprehensives. It is preaching an unexceptionable and responsible line. And if more teachers could bring themselves to watch it, not only would it help to break down barriers between them and their pupils: it could prove the starting-point for many a fruitful tutor-period as the issues are discussed.

Grange Hill is on BBC 1 on Tuesdays and Fridays at 5.05 pm.

Michael J. Smith teaches in a Hampshire comprehensive.

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EXTRA

"... we have gained as a school and as teachers by tackling this delicate and difficult subject"

Aids: a teaching strategy

We have written this description of the evolution of our school Aids education programme so that our experience can be shared with teachers in other schools who may be thinking of introducing Aids education.

In the spring of 1986 a parent governor with a scientific interest in Aids offered to provide staff with information. This invitation was enthusiastically taken up by the headmaster, the head of biology and the head of personal and social development (PSD). The result was a conference of PSD and science staff at which teachers were given an expert medical briefing and an opportunity to discuss the way in which the school might develop an Aids education programme. An important element in the school's approach to Aids was already prominent: the involvement of governors, parents, medical experts, the school nurse and a significant number of teaching staff.

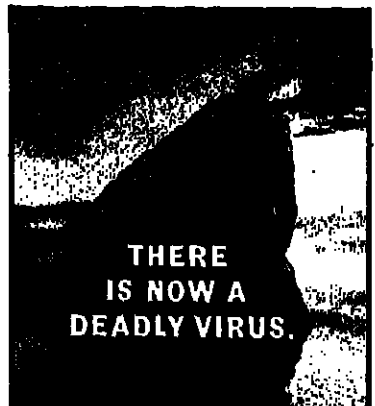
A working group of two parent governors, the school nurse and the head of PSD met during December 1986 to formulate the teaching strategy. Their views mirrored the county Aids education recommendation which was published in February 1987: "For children in the 11-14 age range education about Aids is likely to be in the context of science lessons, or through a programme of PSE, active tutorial work, or health education. The aim of this programme should be to provide sufficient information to prevent over-anxiety and to provide a basis for education in years three to six. For children in the older age group a gradual increase in the complexity of factual information provided should be accompanied by a complementary provision of opportunities to consider personal relationships and the social and moral issues involved." These guidelines also stressed the necessity of consulting parents.

The headmaster agreed to launch the Aids education programme with meetings for lower school and upper school parents. These meetings, which were attended by over 200 parents and by a large number of staff, began with an introduction from the headmaster

ROB KNEE
MARTIN TITCHMARSH

and continued with a talk by the Head of PSD about the school's approach to health education and contained a factual talk about Aids by a representative of the area health authority. Parents then formed discussion groups led by teachers. Questions arising from these groups were answered at a plenary session by a panel consisting of the chairman of governors, the headmaster, head of PSD, school nurse and two parent governors. The questions covered a full range of medical and educational issues. Parents asked to be kept informed of the school's approach.

The meetings established a partnership with parents. They provided a sound basis for dealing with Aids in the



school and models for dealing with questions about the provision of information. It was noticeable that no parent at either meeting questioned the introduction of Aids education. The whole tenor of the meeting was supportive. Parents were concerned with the practical problem of what to include in the programme and how the topic should be presented.

In order to ground the programme realistically in relation to pupil needs, a questionnaire was given to a sample of about one-quarter of the fifth year. The results demonstrated that although many pupils knew about Aids there were considerable gaps in knowledge about, for example, the number of sufferers and modes of transmission. Pupils also showed inconsistencies in their attitudes to victims. A particularly noticeable aspect was a lack of understanding, particularly among the less able, towards hypothetical virus carriers who might enter the school. It was also clear that girls were better informed than boys and were more concerned about the disease. On the basis of the questionnaire the school's view that our approach should be "affective" as well as "cognitive" was confirmed.

At a staff meeting teachers were given a factual briefing from the school nurse. Their response was positive and they indicated clear support for the programme. They were provided with a health education booklet and a set of guidelines. At this meeting the headmaster announced that any spillage of blood, or body fluids, occurring in school should be dealt with by using plastic gloves and disinfectant.

The programme was scheduled to coincide with the Government's national campaign. It began with the head of PSD making the following statement, which had been agreed by governors, to third, fourth, fifth and sixth year assemblies:

"Aids is a very serious disease that has got to be tackled. Aids stands for Acquired Immune Deficiency Syndrome. If you catch this disease it means that your body cannot defend itself against illness and, as there is no cure, it is fatal. People who catch the virus may not know they have it and it may be some time before they develop Aids. However, they will still be infectious. Only a blood test can show if you have the virus."

"How do people catch the virus? You can only catch the virus if the blood or body fluids of an infected person actually come into contact with a part of your body where it can actually get inside you. At the moment

we think you cannot catch the disease from normal family life - you cannot catch the disease by standing next to someone, from cups and cutlery, from lavatory seats or hugs and kisses on the cheek.

"The ways in which people catch the disease are through sexual relationships and by drug addicts sharing dirty needles. If someone who has the virus is bleeding, we have to protect ourselves against their blood. Normally, kissing someone will not give you the disease unless a great deal of saliva gets into a bleeding gum or ulcer and then the risk is very small."

"Any form of sexual intercourse, whether it is between people of the opposite sex or between homosexuals, carries the greatest risk of catching the disease. A careful and responsible attitude is always required where sex is involved and Aids has made this even more important. A long-standing relationship between faithful partners who are not carriers of the virus remains free from the need to change. However, where partners do not know each other well - particularly in the case of a casual relationship - then the use of a condom or sheath is essential protection against the disease."

"Safer sex means that there is a barrier between you and your partner at all times. Remember, it is by preventing semen and other body fluids from entering your body that you can protect yourself and prevent the spread of the disease."

"People suffering from Aids and people who have the virus need a lot of help and care. Everyone needs to be trying to prevent the spread of Aids if we are to prevent massive numbers of people from dying. You are all involved."

Following this statement pupils were asked to submit anonymous questions and to discuss Aids with their form teachers. A whole range of questions emerged which were answered by the head of PSD and the school nurse at a subsequent assembly. They dealt with 20 minutes of intensive questioning on matters such as the origin of Aids, tests for Aids, "petting", blood transfusions and contraception. It was most noticeable that pupils listened intently and responded in a serious, mature manner. The school sent letters to parents after these assemblies so that they could, if they wished, discuss the matter at home with their children.

In the fourth and fifth year PSD lessons some staff chose to present a number of fictional case studies of virus carriers as a "trigger" for discussion. Influencing pupil attitudes is a constant challenge in this area of the curriculum and it may be that the use of dramatic role-play, popular in the US, could be an effective approach.

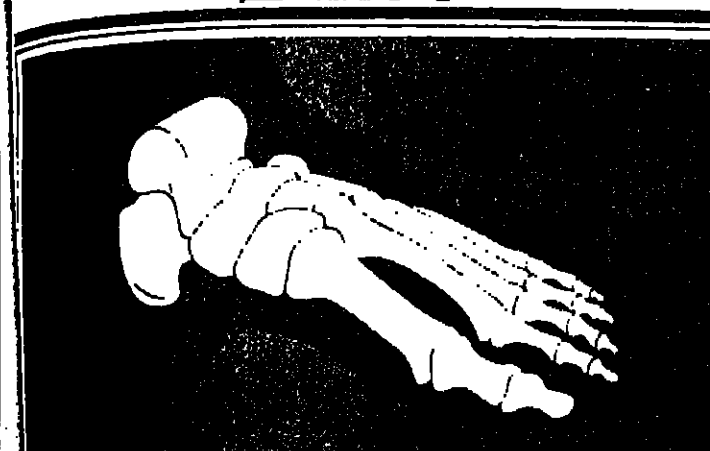
We are particularly concerned that our Aids education programme should not remain a "bolt-on extra" to the curriculum. It may prove to be a catalyst for the revision, extension and integration of our health education programme into the pastoral curriculum. The programme markedly moved PSD and the pastoral programme from a peripheral position to a central one in the school.

It has been pleasing for us to participate in curriculum innovation which has involved governors, parents, external agencies, teachers with "academic" and "pastoral" responsibilities and pupils. Without the continuous support of the headmaster and the effective leadership of the head of PSD, the programme could not have taken place. It is clear that however carefully such a programme is planned and led it relies ultimately upon a supportive, knowledgeable staff who feel confident to deal with the subject when it arises.

We feel we have gained as a school and as teachers by tackling this delicate and difficult subject. Our pupils are now well informed about Aids. We hope they have also developed some awareness of their own moral viewpoint and an appreciation of their behavioural responsibilities as members of society.

Rob Knee and Martin Titchmarsh are teachers in a mixed comprehensive school in Cambridgeshire.

EXTRA



Good foot care starts young

Love your feet

MARY CRUICKSHANK

"I said the man at the Health Education Authority rather despondently. 'Not exactly what you'd call a good area.' There's an enormous amount of misery connected with feet, anyone who has visited the outpatient department of a foot clinic can tell you. The trouble is that, because it's so common, it's often overlooked. It's not before the effects of bad foot care are translated into the aching joints and bursitis and painful fallen arches that afflict the elderly, not to mention the attention given to foot health in the young."

Reminding people to take care of their feet at an age when they can prevent later damage is an uphill task, according to Don Beaton, founder of the Foot Health Council and area coordinator for the City and Hackney Health Authority. "If a child eats too many sweets, it's going to feel toothache pretty quickly. But children don't complain of pain in their feet, even when they are squeezed into shoes that are too tight for them."

The foot is like a top-quality in-sprung mattress constructed of longitudinal and transverse bony ridges, which absorb shock and protect the inner organs. At birth the bony framework consists mainly of cartilage, which takes between 16 and 18 years to become fully ossified. If a baby's foot is pushed into unsuitable shoes while it is still growing, it will take the shape of the shoe and become deformed. Ninety-five per cent of children are born with normal feet, according to research at St Leonard's Hospital, Hackney, but four out of five do have some discernible foot deformities.

Probably more battles are waged over shoes than any other item of school uniform, and teachers and parents who encourage sensible footwear do so much to avert later suffering. According to Moira Wood, deputy principal of the London Foot Hospital, "abolition of school uniform in the year London Education Authority was one of the worst things for feet, particularly girls' feet. 'Spending up to eight hours a day in low-heeled, slip-on shoes can cause considerable damage. Either the shoes stay on because they are too tight, or the toes are curled under to grip them," she says.

Shoes are of prime importance, but good footcare starts as soon as the baby is born. Socks and babies' stretch shoes should allow plenty of room for growth. Ingrowing toe-nails have been found in babies under the age of two. Moira Wood advises parents to delay putting a child's feet into shoes as long as possible. Barefeet or roomy shoes allow a toddler's feet to grow much more naturally.

There are basic guidelines to be followed when buying children's shoes. They should have a fastening: high enough to stop the foot slipping around, shoes should be the same shape as the child's foot, and allow half an inch for growth and movement. Aids they should be fitted for width, not length, and the ball of the foot.

Thought of well-fitted shoes is one of the many obstacles to the healthy care of children's feet. Outgrown shoes should be replaced, and the child's feet should be checked regularly for signs of deformity.

outborn and there is a natural but dangerous tendency not to throw away what looks like a good pair of shoes. For this reason cheaper trainers, bought four times a year are preferable to a more expensive leather shoe that is replaced only once, according to Moira Wood. Leather is the ideal material, but prohibitively expensive for many families.

The shoe retailers, notably Clarks and Start-Rite, have played an important role in promoting the importance of correctly-fitting children's shoes and publishing a wide range of foot health education material including booklets, wallcharts and videos. The children's Foot Health Register was established in 1972 with the support of the British Medical Association, the National Shoe Retailers' Council and the Society of Shoe Fitters. It is revised annually and lists by town and county over 1,000 footwear retailers who stock children's shoes in four width fittings and provide trained staff to measure the child's feet for length and width and fit the shoes accurately.

Providing a fitting service and stocking adequate supplies of multi-fit shoes inevitably increases costs. Many chain stores stock only single-width fittings. In 1981, the National Consumer Council produced a report, "Bad fit, bad feet," arguing that a British Standard for children's shoes should be a target, and that it would be a vital ingredient in any campaign for healthier feet, despite the probable price increase for the consumer.

They also pointed to the inadequacy of health checks on children's feet in schools. In Hackney, between 50 and 60 children a week are referred to the chiropody service, either by the district or school nurse or the GP. Schoolchildren are among the priority groups for free chiropody treatment on the National Health Service. However, there are only 5,300 chiropodists, of whom about 3,000 work for the NHS, and most of their time is spent treating the elderly. "Resources are limited and concentrated on those with existing problems, so there is little time left to bring up the next generation without foot problems," says Don Beaton.

An indication of the low priority given to foot health by school children is provided by the National Primary Survey conducted by the Health Education Authority's Schools Health Education Unit at Exeter. Out of a list of 22 health education topics, only 30 per cent of boys and 32 per cent of girls were very interested in the care of feet. Using the same list of topics, only 42 per cent of parents considered the subject should be included in the curriculum, compared with 65 per cent of teachers and 80 per cent of school nurses.

The Foot Health Council was set up in 1981 to promote foot care for all age groups. Its membership includes chiropodists, shoe manufacturers and retailers and health educators. The message of this month's foot health week, organized by the Council, is "Love your feet."

The Foot Health Council, St Leonard's Hospital, Nuthall Street, London N1 5LZ. Children's Foot Health Register, 24-26 Great Eastern Street, London EC2A 3ED.

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EXTRA

Are we failing the girls in our care?

Attempting to change attitudes Heartbeat Wales

IOLA SMITH

Sensible eating, regular exercise and no smoking is Heartbeat Wales' recipe for healthy living. Promoting this message by seeking to make health education a core element in all Welsh schools' curriculums by 1990 is the objective of its £50,000 Youth Programme. Designed to reach out from schools to encompass parents, FE adults and the community at large, its intention is to lessen the likelihood of today's young people dying of cardiovascular disease in middle age. At the heart of the programme are courses catering for 5-16-year-olds, developing from basic factual information to the participative, social-coping skills required in the teenage years. Heartbeat Wales both disseminates health education projects and produces its own materials, explains with co-ordinator John Griffiths, regarding the latter, we have a "work of teachers developing courses which will eventually become available Principally-wide."

"For example, teachers in Ceredigion are producing health education issues to fans via a 'Busy Bodies' project: aynedd is investigating primary not PE, while Dyfed staff are developing a nutrition pack for juniors saving on food preparation, its history, changes in eating habits and food vending."

In order to establish needs and criteria, Heartbeat Wales quizzed 400 pupils in 80 secondary schools on their attitudes to health. To be blushed this summer under the title "ung at Heart", the survey results like somewhat depressing reading, specially regarding older girls. Exercise, for example, is proving a big itch-off: a fifth of Form 5 girls are tying out of PE and a third claim that they engage in vigorous exercise less than once a month.

As an attempt to change such attitudes so that regular exercise becomes normal part of pupils' daily lives, Heartbeat Wales is encouraging teachers in Dyfed to promote exercise to the community as well as at school, to encourage greater participation sport by students in Welsh FE leagues and by school leavers.

The greatest worry for Heartbeat Wales is the ambivalent attitude to smoking voiced by the young people of Wales. Here again, fifth form girls are exhibiting the most risk behaviour, according to John Griffiths. "A third of the girls and a quarter of fifth form boys smoke. Many do so in school and inside a social activity: 81 per cent of the teenage smokers stated that their best friend also smoked. Parental influence was also noted with 50 per cent of smokers stating that both their parents smoked. We were concerned to find that many of the girls had

erroneous images of smoking, such as 'cigarettes help you cope with problems' and 'smoking keeps you thin'."

As a means of encouraging youngsters not to smoke, Heartbeat Wales is implementing a series of prevention campaigns, including the "Smoking Education for Teenagers" curriculum in secondary schools, developed by Bristol University and "Heartguards" in the primary sector. This latter is a health club for 9-11 year olds, which involves children in health-related issues by means of newsletters, quizzes, cartoons and competitions. The project is currently being piloted in the Pembrokeshire district of Dyfed where 1,000 pupils have joined, and it will soon be available to the rest of Wales. In common with all Heartbeat Wales initiatives, the Heartguards material is produced bilingually.

Among older pupils, support material to encourage regular smokers to give up is likely to be developed. One of the few such programmes under way with the 16-19 age group is being run in Manchester by the Cancer Research Campaign. One problem, however, is that many schools view smoking as a discipline problem rather than a health issue and are therefore more likely to chastise smokers than offer cessation support. Additionally, a large number of teenage smokers are anti-school so are less likely to respond to a health education message imparted in what they see as an alien environment. To ensure that they do not fall through the net, Heartbeat Wales is devising information packs for use by youth leaders in youth clubs and discos.

Pupils aren't the only members of the school community being encouraged to stop. Teachers too are being nudged towards "smoke free schools". At present, the consensus seems to be not to smoke in front of children. Twelve schools out of the 80 surveyed have restrictions on staffroom smoking and six have smoke free staffrooms.

"To ensure greater parental involvement in health education, we are distributing information packs about cardiovascular disease to parent governors," explains John Griffiths. "It is hoped that they will then promote the subject within the school and disseminate the information to other parents."

Within the community, Heartbeat Wales wishes to see a widening of restrictions on smoking in public places (it gives Heartbeat Awards to no-smoking restaurants) and to encourage shopkeepers to act responsibly by not selling cigarettes to children. Another priority of the campaign is to continue to monitor cigarette advertising to remove both those targeted at the young and adverts located near schools or children's playgrounds.



Early warning

CLARE FITZGIBBON

Deaths in young women from cervical cancer have doubled in the past five years. Pre-cancer of the cervix is increasing by 30 per cent each year. Can we, as responsible parents and teachers afford to ignore this problem in the hope that it will somehow go away or become someone else's concern?

I for one cannot. I am a qualified nurse/midwife, a parent and a member of the Harrogate Branch of the Women's National Cancer Control Campaign - an educational charity primarily concerned with prevention and early detection of cancer in women. For 12 years, as one of the Branch's speakers, I have talked to groups of women about cancer, about the importance of the smear test and about breast self-examination. In early years, I questioned the suitability of talking to school leavers on the subject.

Then I met Rosie. Rosie was 29, a teacher, engaged to be married. She had just presented at the family planning clinic and had her first ever smear test. The results were devastating. She had invasive cancer of the cervix, necessitating a total hysterectomy. Gone for her were any cherished dreams of motherhood. "No-one ever told me," was her repeated cry. "Not at school, not through college, did anyone ever suggest I needed a smear test."

With early and regular smear-testing, cancer of the cervix in most cases is preventable. I took Rosie's case very much to heart. I felt "We" had failed her. "We", being parents, educators, medics, whoever. No longer could I shy away from offering my talk to schools.

School programmes of health education vary up and down the country. There are those that make excellent provision for their pupils, there are those that provide none, while most fall somewhere between the two.

Cancer education is only one small component of the health education curriculum and I am realistic enough to accept that there will be teachers who will question the relevance of such an input. I would like to challenge those teachers to think again. Cancer, the very word itself, arouses fear in our hearts. For too long, cancer has in many people's minds been synonymous with death. It is true that too many still die from the disease. Yet each year in this country, over 50,000 cancer sufferers are cured following early detection and treatment. Thousands more could be cured if treated early enough. The emphasis lies on early detection.

One in five deaths in this country are due to cancers. Many of these victims have put off going to their doctors because of fear. Fear goes hand in hand with ignorance. We can combat ignorance with knowledge and can do

that by talking: where better to begin than with the school leaver? One or two well prepared lessons on this subject could help prevent an inordinate and needless amount of suffering. Surely this must be seen as a worthwhile use of pupils' time.

I don't see cancer education as simply a matter of providing information. This in itself is unlikely to lead to changes in attitude or behaviour. Shock-horror methods, for example, to discourage children smoking can be counter-productive, in creating fears about cancer. These fears may persist and affect adult behaviour, discouraging people from seeking early advice.

Ideally, cancer should be discussed in an informal environment with opportunities for discussion, and for exploration of attitudes and misconceptions about the disease. Many teachers will feel ill-equipped to provide this service for their pupils, practically and/or emotionally. On a practical level, the Health Education Association provides an array of materials to choose from, some of which will be available through local health education departments.

I use a set of slides that I have put together over years of practice. I believe its message is simple but informative and suitable for all school-leavers, whatever their ability. Using this as illustration, I briefly touch on patients cured, methods of treatment, causes, what cancer is and how it can spread if neglected. I speak frankly about the smear test, its relevance in their lives, now or in the future, and measures they can take to avoid cervical cancer. I do mention breast self-examination, but only as a practice they can take up when they are in their 20s and not something they need be concerned about now.

The aim of my talk is to inform, to explore and allay fear, and to increase awareness of what they can do towards the prevention and early detection of cancer.

There must be numbers of teachers, unable to come to terms with their own thoughts and fears about cancer, who would feel emotionally inadequate to talk to their pupils about it. Where this is the case, I suggest you approach the Nursing Officer for Health Visitors in your area with a request for a speaker.

Let us not forget, deaths in young women from cervical cancer have doubled in the past five years. Pre-cancer of the cervix is on the increase. Will you see that girls in your care are equipped with the necessary information to avoid the disease? Or will you, after reading this, do nothing and risk having a Rosie on your conscience?

workers who did not have a biological background. An appealing feature of this pack is the range of teaching methods employed. The user is free to choose between factual input, discussion, or decision making and role playing exercises to get the message across. What is lacking is an attempt to relate the material to some of the wider educational issues - for example our understanding of disease and illness, or the relationship between Aids education and sex education. Yet despite this, at only £10.95 this product is certainly worth further investigation.

The Thames Television Teachers' Manual on Aids and the accompanying booklet for young people "There are Only Two Ways You can Get Aids" quite firmly places Aids within the context of sex and personal relationship education. In doing so it certainly feels as if the pen, at some point, was being held by the Family Planning Association. However there is no acknowledgement to the authors, which is a great pity as they should be congratulated for producing such fine documents. The manual does not discuss the basic facts about Aids, taking the user's knowledge of them for granted, but succinctly places the topic within an educational context and suggests a number of imaginative and creative exercises and activities for classroom use. While it is primarily aimed at the secondary age range, teachers of younger children may also pick up a few ideas. This publication is a must for any teacher contemplating Aids work. At the same time it does, of course, raise the whole issue of how seriously the Government and the DES take Aids education. Surely it is they who should be commissioning this kind of material, not television companies.

David Panter

Health Education. Some New Resources.

AIDS

At the present time, many teachers are having to take part in education about AIDS. They will be able to get help from leaflets produced by the Scottish Health Education Group.

"The AIDS Problem in Scotland" and "AIDS and Sex".

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EXTRA

Drug abuse — supporting the educators

Key questions

ADRIAN KING

In the financial year 1986-87, with funding allocated through the Education Support Grant, most local education authorities joined a co-ordinator to develop a preventive educational response to the issues raised by use and abuse of drugs among young people. In 1985 anxiety was high, incidence of abuse was apparently increasing steeply than ever and the time right for a well-publicized, positive view by central government. What needed to be done was a decisive change in the school curriculum so that risk could be warned about the likely consequences, mistakenly thought to befall all takers of illegal drugs. Solvents, though not illegal, are surely in the same worrying category: young children were reported to be trying them, with tragic highly publicized results.

What more effective move could be made to enable each L.E.A. to appoint a specialist person? It would be just a matter of time before knowledge gained by young people reflected in less alarming statistics drug education. At the time, the idea became replicated by a number of factors. There was no ready source of educational expertise in this subject from which to appoint the new co-ordinator. Considerable variations therefore exist in their backgrounds, as well in seniority and job descriptions. Most all though, have been appointed for two years only, the fifth of the government's pledge of initial support. Most of the new co-ordinators have needed to take time to study the subject first and, sibly, to reflect before attempting break new ground.

It soon became clear that defining task of educators in this field is not straightforward matter. The subject is, too, riddled with complex legal and legal issues, which cannot be seen in isolation. The process of developing an appropriate curriculum, for example, the great risks run by young people are by no means unique to all drug-taking. Consideration of the varied uses of

alcohol, tobacco, and medicinal drugs needs to find a place in any education programme young people will take seriously. Adults' abuse of these drugs must be taken into account when investigating the spectrum of possible motives for drug-taking and determining strategies for prevention. To expect young people to be more likely than adults to heed warnings or ignore the powers that medicinal science has learned to harness is not reasonable. Indeed, the most detailed study of the consequences of drug education currently available (Richard Blum et al, 1976) unfortunately shows that whatever teaching approach is used, there is little or no impact on the numbers who experiment. Drug education can even stimulate experimentation.

The co-ordinators have thus found that one of their most basic tasks, helping educators to prevent young people from trying drugs, may not be achievable. Harm minimization, a reasonable-sounding and perhaps more realistic alternative objective, is fraught with difficulties. Many teachers and youth workers are understandably reluctant about adopting a position which could be construed by parents, governors or others as encouraging or colluding with drug-taking, even if the sole motive were to reduce the likelihood of casualties.

The recent general acceptance of the notion of needle-exchange and other risk-reduction strategies in connection with Aids does not seem to have led to the change in educational climate which would have made any move to develop and encourage ways of reducing casualties among young drug-takers a less controversial one.

It is against this backdrop that the co-ordinators are working to develop, extend and promote a range of options for educating about drugs.

In Berkshire, the pattern of this work is not untypical. A wealthy and prosperous county in the main, it is not without its social problems and though it is not high in the league table of drug problem counties, no pupil is insulated from opportunities to experiment.

My responsibility includes advising and training Berkshire education staff.

Just as educating young people does not remove their ability to make choices, neither does training adults, so my usual response to requests for advice is to offer information back-up and to clarify the range of options. But I also try to pose key questions such as these:

● Will your drug education aim primarily to warn, protect, inform, control, promote health, or what?

● Is there a fundamental difference between drug-taking which is unlawful and/or socially unacceptable, and that which is legal and commonplace?

● How will you take account of the fact that some of the greatest hazards result from where and how the drugs are taken rather than from the drugs themselves?

● Will it be appropriate for you to point out that drug taking does not necessarily lead to addiction, or to any problems at all?

● Can you find a credible way to indicate that no drug-taking can ever be entirely risk-free?

● Does the knowledge that people with low self-esteem can be at greater risk from their drug-taking imply a need to review and strengthen your pastoral support skills and mechanisms?

However, I feel there is advice which is essential for all prospective drug educators and it should include the following points. First, they should be quite clear about why they wish to educate about drugs. If the main motivation is a response to external pressure rather than to internal conviction, for example, this is bound to colour the approach and will be less likely to lead to effective and caring developmental work.

Second, they should have a well-defined and achievable series of objectives. It may be more realistic to aim for greater awareness, better decision-making skills, and enhanced understanding and ability to handle peer-pressure, than to try to ensure that there is no experimentation with drugs.

Third, they should be aware that participation by young people, and recognition of their views and feelings are probably as important as the input of adults.

Lastly, care should be taken not to raise the profile of drugs (for example, to a level commensurate with the staff team's anxieties) so that the subject assumes a greater importance than the many other similarly hazardous situations which can face young people, or than other health-related issues of equal concern. This can often best be achieved by including drugs as one topic in a planned programme of health, or personal/social education and in other more established areas of the curriculum.

There is understandable pressure to target this work at secondary age children, for at first glance it seems that it is only they who are at immediate risk. Consequently there is perhaps a temptation to disregard the primary sector. I believe this would be unwise.

Research currently in progress at Southampton University in the Health Education Authority Primary Project is indicating that very young children already have an alarming level of awareness about drugs, often inaccurate, often reflecting society's view of the stereotypical drug-taker, and almost invariably viewing all drugs as "bad". To work at an appropriate level with primary children, far from introducing them to a new subject, can, little by little, assist them to grow more safely and confidently into a world where drugs are used for many purposes. With sensitivity and care, this could be a tremendous investment in the wellbeing of tomorrow's generation of teenagers and young adults.

Parents are very important, too. In Berkshire, every opportunity is taken to support and inform parents, often through school PTA meetings, and a new leaflet for parents has been prepared in association with the recent TV South Action on Drugs campaign.

Drug education is still a developing field and its future place in the curriculum is uncertain. There is a possibility that unless current DES financial support is renewed, some of the co-ordinator posts may be lost, when the two-year contracts expire.

Adrian King is the Co-ordinator of Special Projects (Drug Misuse) for Berkshire Education Authority. The leaflet mentioned above is entitled "Young People and Drugs: How Parents Can Help" and is available from Mr King at Shire Hall, Reading, RG2 9XE.



Drugs and youth work

Some dodgy situations

NICHOLAS DORN • CHRISTINE JAMES

The Youth Service is the poor cousin of schools in the education system in England and Wales, and this general situation is reflected in the case of drug education. Indeed, the very term "drug education" conjures up ideas of classroom practice that are rarely encountered in youth work. Methods developed in the school system — whether drug education as such or the more modest concern with health and lifestyle education — simply don't translate well into the average club, project or into detached work.

So what is youth work and how does it address issues associated with legal and illegal drugs? This question is more easily answered by giving some practical examples than by reference to any theory of youth work. Let us look at some of the "dodgy situations" of concern to many youth workers. Suppose for instance that you know (because you have smelt it) that cannabis is being smoked on the club premises — are you as club leader liable to prosecution?

What would your liability be if 18-year-olds were bringing in cans of lager and selling it to the younger ones on disco night?

Would you be legally obliged to tell the police if a young person confided in you that they were using heroin? What would be your position if you confiscated an illegal drug from a young person with the intention of handing it to police or other responsible person? (Answers overleaf.)

Unlike teachers, who may be worried about what young people may get up to out of school or in the future, the youth worker is perforce confronted with a management responsibility in the here and now.

Harm-minimization?

The role of youth worker is not of course restricted to consideration of legality and formal control. Youth workers are also concerned with young people's health, personal development and social competence.

But health issues have proved a minefield for workers in relation to drugs and solvents. Let's look at an example. Suppose a group of young people are glee sniffing around the club. If you ban them the immediate situation is controlled and the fear of others becoming involved is reduced — but the sniffers may move on to sniff in

more dangerous places where help is harder to get, or start to use more dangerous substances. Here the worker's control role and health role are in conflict — whatever she decides, she and the young people will run risks.

The problem of pleasure

Another specific aspect of youth work is its confrontation with issues around pleasure. Helping young people to find out what they want, what the obstacles are and how to get around or over them is a key aspect of social education. However, there are obvious difficulties when intoxication is introduced on to this agenda. How can the worker respond to the fact that it is through such experiences as intoxication — and through sexual experimentation — that young people actively explore their wants, needs and self? We cannot simply advise moderation in all things, since some things are actually forbidden by law and, anyway, part of the discovery of pleasure is the sense of overstepping boundaries!

Drugs and gender

One way forward is to stop thinking of drugs-related youth work as a specialist based on the examples offered by specialist drugs workers or by teachers, and to look towards the more progressive aspects of youth work for inspiration. Over the last decade, work with girls has developed as a specific practice and, in this context, drugs issues can be seen as gender issues: girls are called "slags" if they get drunk, while boys are not; some boys (and, later, husbands) exaggerate their problems with alcohol, solvents or other drugs in order to get girls' sympathy; and the question of male drinking and violence against women.

From the perspective of work with boys, issues around intoxication, risk-taking and drunken display come to be seen as aspects of the collective construction of masculinity. Much work with drug users is in fact work with boys (even when they are quite adult in years). And one could go on to observe that they are mostly white boys (but that is a longer story).

Because youth workers vary much in their perspectives and in their working situations, staff development methods in the Youth Service need to be diverse. Continued

Cancer: Something we'd rather not discuss... ? Parental perceptions

MICHAEL GIBSON

Although many teachers and parents are in agreement about the need for some kind of smoking education programme in schools, there seems to be less enthusiasm for the introduction of such topics as cancer, the problem of pain, death and bereavement.

This reticence, particularly in relation to cancer, is not altogether surprising given the enormous amount of fear and misunderstanding surrounding the causes of the various cancers and the problems of treatment and cure. What also must be noted is that we all have different perceptions of health and illness which influence our approach to questions about the purpose of health education in schools.

This further complicates an already complex situation in which divergent values, perspectives and interests may prevent or, at the very least, hinder the development of good working relationships between parents, teachers and children which are essential if issues like cancer and the problem of pain are to receive appropriate and sensitive discussion within the home as well as in school.

The notion of parents as active participants in school programmes of health education has not been generally recognized except perhaps in terms of parents' more diffuse role as agents in primary socialization. Yet in the Court Report on Child Health Services affirmed the central role that parents should play in the health education of their children and emphasized that future improvements in the health of children will depend as much, if not more, on the beliefs and behaviour of parents as on the quality of the health and educational services provided.

As with other aspects of the curriculum, schools can do much to engage parents' interest in health-related activities. Given the obvious benefits of such home-school co-operation, I was particularly anxious to find out what parents themselves thought about health education in schools and how they viewed some of the topics, especially "Cells and Cancer", which featured in the curriculum of my own school. Based on replies to an initial questionnaire survey about health education, a small, self-selected sample of parents were followed up and interviewed.

The survey revealed considerable support for most of the topics, which included food and nutrition, growth and development and hygiene and first aid. Fifty-five per cent of the parents endorsed the inclusion of some form of cancer education, although it was seen to be less important than many other topics. In contrast, smoking and other drug-related issues were considered extremely important by most of the parents in the sample.

Analysis of the interviews indicated that fear of cancer was a common experience which could not necessarily be lessened by explanation. Fear itself was expressed by parents in a number of different ways. One father, for example, viewed the introduction of

the topic as being characteristic of a strongly pessimistic shift in emphasis bordering on morbid curiosity, in contrast to a more enlightened, healthy outlook on life and well-being. A few parents regarded the topic as potentially harmful, expressing deep concern that it could induce exaggerated and unnecessary fears in children. Other parents indicated their misgivings by referring to the possibility that too much valuable lesson time might be wasted.

Despite these misgivings, a number of parents referred to the association between smoking and lung cancer and seemed anxious about the need to maintain some form of smoking education programme within the curriculum. As one parent remarked "It goes without saying that you mention cancer when you're talking about smoking and health". Other comments concerning the problem of smoking by children were similar, with an assumption here that the purpose of teaching on this subject is to inculcate "hard facts" about the dangers of smoking even if this means deliberately introducing the element of fear.

There is also the assumption that using "shock-horror" methods with children will actually work in reducing smoking. An interesting point here is that such assumptions are not confined to this issue but seem to underpin much of what is mistakenly termed "health education" today as shown by the recent government-sponsored campaign against heroin abuse which emphasizes a fear-provoking strategy that, at worst, is only too readily exploited and distorted by the media, while at best, is reduced to simplistic messages like "Just say no!"

What has to be appreciated is that health education is not merely a matter of providing information in the hope that this in itself will lead to changes in attitude or behaviour; also essential to the process is a need to include an "affective" dimension in which feelings, values and attitudes as well as beliefs are actively discussed and explored, and where children are given opportunities to acquire a whole range of decision-making skills. To be successful this kind of approach must focus attention on the development of the child as a person, rather than as a potential smoker, heroin addict or cancer statistic. There can be little room for complacency since evidence from various surveys, including HSE Reports, suggest that health education in certain schools is still uncoordinated and regarded as something pertaining only to matters of sex and hygiene with perhaps the one-off lesson on drugs, smoking, or alcohol.

I mention this last point because some parents (including those in my own survey) have expressed as much, if not more, concern about the total "ethos" of the school and its impact on the health and well-being of the child, as about specific health topics

such as smoking and cancer. Smoking by teachers on school premises has occasionally been cited by researchers as being included in this effect and is something which some parents find hard to understand, especially when it occurs in a school where health education figures prominently within the curriculum. As pointed out by one parent in my own questionnaire survey, teachers who are seen smoking by children go a long way in destroying the effectiveness of this type of education.

Mention has already been made of "shock-horror" approaches to the problem of smoking and other drug-related issues. There is more than a possibility here that as a consequence of this kind of teaching and learning, children will acquire excessively fearful feelings about cancer which may persist throughout the rest of their lives.

If teaching about cancer in school (or home) is to have any positive effect at all, then surely it must be to reduce, as far as possible, the element of fear which so often mitigates against people seeking early advice and possible treatment and thereby discourages preventive approaches from being adopted.

Obviously, no wide-ranging conclusions can be drawn from my own small-scale investigations, but insights obtained suggest that parents do take

an active interest in health education at school and their involvement should be valued and encouraged. Also, I have to be realistic and acknowledge that not everyone will see the relevance of teaching about cancer, or indeed attach importance to it as a worthwhile use of pupils' time. Nevertheless, I believe one or two well prepared lessons on this subject may be all that is needed and could help prevent suffering. In this country one in five deaths are due to cancers of all types and yet each year over 60,000 cancer sufferers are cured following early detection and treatment. Sadly though, well over 30,000 smokers will die this year from lung cancer alone, and as we are only too well aware this particular disease is now almost wholly preventable.

Information about cancer and resource materials for use in schools may be obtained by contacting your local Health Education Unit, or The Health Education Authority, 78 New Oxford Street, London, WC1A 1AH. Research on the subject of cancer education is currently being undertaken by a number of institutions but principally by the Cancer Research Campaign Education & Child Studies Research Group (Director: Dr Anne Charlton) at the University of Manchester, Christie Hospital and Hold Radium Institute, Kirkland Road, Manchester, M20 9QL.

Michael Gibson is a teacher in a Northampton Middle School and a Council Member of the Institute of Health Education.

Life pump

A large informative diagram of how the heart works is featured on the centre pages of a colourful newsletter being sent to schools by the British Heart Foundation. Aimed at junior and first year secondary children, it also has a "healthy heart" quiz and information on keeping fit.

The BHF has identified 12-13 year olds as being the most receptive to health messages and also published other resource material suitable for them. (Free with a large size from BHF, 102 Gloucester Place, London W1H 4DH.)

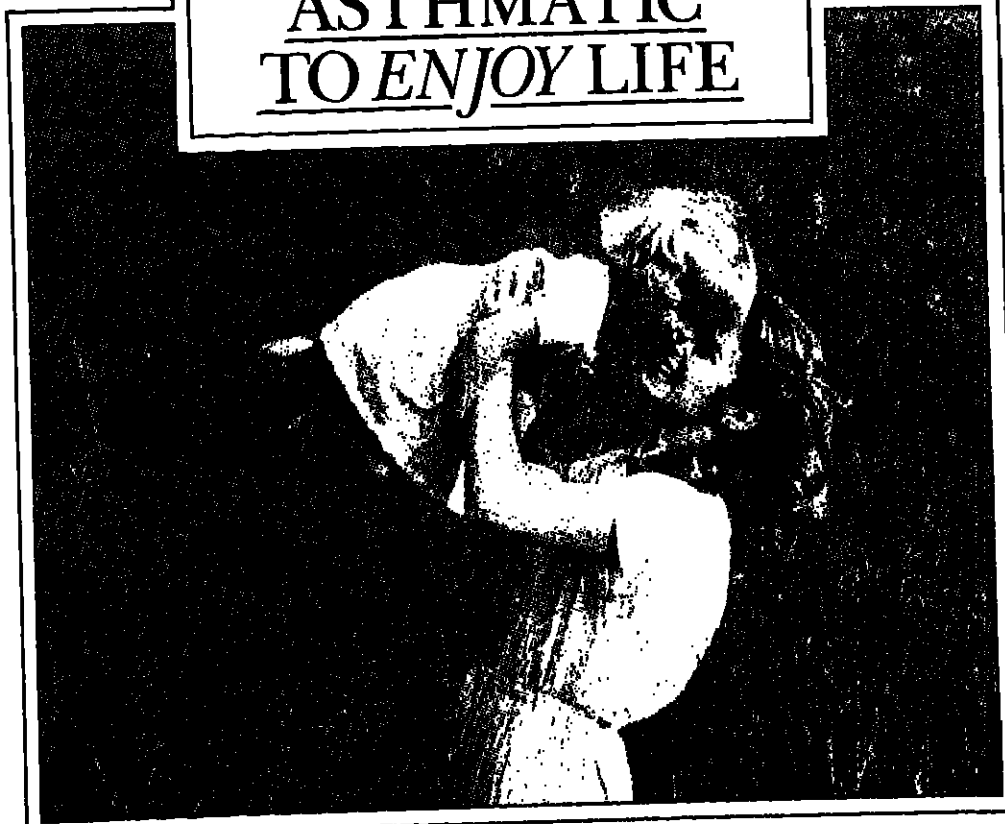
Milky way

"Good Things To Eat" is the third in the National Dairy Council's series of free reading booklets for primary children about nutrition. Fully illustrated with colourful sketches, it describes the virtues of milk and the various products made from it such as the different types of cheese. Other foods, including bread, cereals, fruit and fish are also covered.

Teachers as well as nutritionists are involved in all the Council's material for schools. This also includes three new A2 size worksheets (50p) for junior and secondary children on the composition of milk, cheeses and yoghurt and cream. These come with smaller replica cards (free) for each pupil which have additional information.

To get on the mailing list write to the National Dairy Council, 5-7 John Princes Street, London W1M 0AP. Gillian Thomas

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By the author of 'Everywoman' EVERYGIRL

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EXTRA

The HEA Health Skills dissemination project

A whole school approach

The Health Education Authority's Health Skills dissemination project is designed to meet a number of current needs, concerned with both health and education.

The project advocates a whole-school approach to the promotion of physical, mental and social health. It is therefore a means to address the curriculum and staff development. The classroom materials, health skills teaching offer a developmental curriculum for the 11-16 age range. But what of staff development? Perhaps personal, social and health education is also important for adults in the school community; it is difficult for a school to promote mental, social and physical health if teachers themselves are under stress, having to cope with many changes and new demands, in an environment which offers little support. So the project offers training staff development, to consider the needs of the staff and help to develop a positive school ethos. The relationships and attitudes in the staffroom and classroom, with parents and community all affect the achievement of a health-promoting school.

Health skills, as listed in Figure 1, personal and interpersonal skills enable people to take greater responsibility of their health. Health is defined here as "a state of physical, mental and social well-being". Along these skills must be the consideration of attitudes, values, goals and motivation which help enhance self-esteem and autonomy and develop self-empowerment.

On an individual basis, health skills help people to make, and act upon, their decisions. Take Aids for example: the media and the government bombard us with facts. Every- one should now know exactly what y personally can do to protect ourselves from the disease. But is it simple? Is information enough? Try for a moment into the realms of fantasy. Picture a young person in a situation with someone he or she is attracted to... both are wondering what the next step in their relationship is to be... one or both of them may be considering suggesting it. Perhaps one of them makes a move... Now, consider what might be going through the heads of those young people (see below). You will probably think of Aids. But

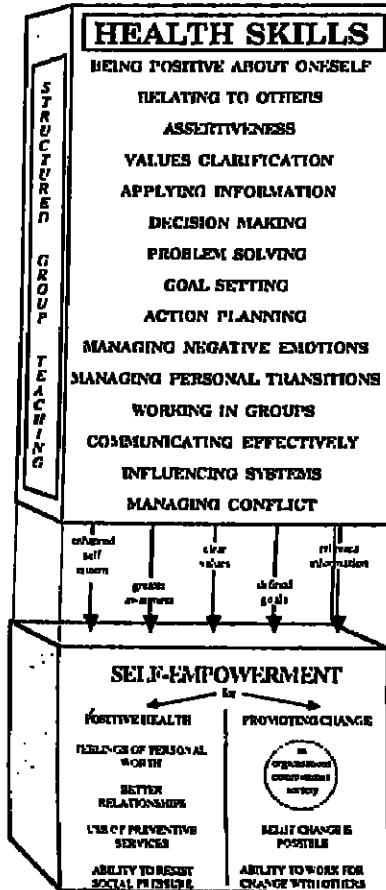


Fig 1.

you are also likely to consider many other issues too - many not to do with physical health at all. The advice to restrict partners and use a condom sounds straightforward, and it is vital that it is followed, but young people must also have the opportunity to consider those factors that went through your mind - to unravel the complexity of relationships, of stereotyping and influences, of values and beliefs. They must be helped to value themselves sufficiently to care what happens in the future, to weigh up the

JEN ANDERSON

pros and cons of adolescent risk-taking. They must explore and practise the skills that will enable them to decide what they need to do to take care of themselves and then be assertive and confident enough to take the necessary action. This is just one example. Similar skills are necessary whether the subject is sex, drugs, alcohol, stress, or safety.

Take the same list of skills, the same goal of self-empowerment, and transfer it to a school, a family, a community or society. Here, health skills help people to work or live alongside others in a way that enhances mental, physical and social health. They are also essential for promoting and managing change - change which must take place if all people are to have equality of health opportunity.

Within a school, these same skills assist those concerned with implementing new initiatives - whether new approaches to teaching and learning, records of achievement, staff appraisal, GCSE or health skills teaching - to introduce them in a way that is encouraging and supportive, rather than imposing and stressful.

Because the skills and attitudes involved are important for a number of interdependent reasons - the personal, social and health education of young people, the growth and maintenance of a "healthy" school ethos, for the personal and professional development of teachers and for the promotion and management of change - the project can offer a number of seem-

ingly separate, but interrelated options for training. (Figure 2, point 9.)

A school may decide that what is required is curriculum development: in-service training in the content and processes involved in teaching the health, personal and social education curriculum. Such workshops mean that teachers take part in exercises originally designed for the classroom in order to experience and understand the teaching methods and the health skills content, and to develop sensitivity to their students.

While this takes place, teachers are working with their colleagues in a different way, developing greater trust and understanding. They are also being provided with an opportunity for personal and professional development in the skills themselves - assertiveness, stress management, working with groups, managing change, for example. The main objective here is curriculum development, the additional outcome is staff development. As a result, the school ethos, in staffroom and classroom, becomes more positive. People are more able to manage and support change in the school as they are working more collectively towards it.

The alternative route is through staff development workshops. These also focus on the same skills, but here the overt objective is the personal and professional development of the teachers themselves. The spin-off for the PSHE curriculum is that the staff development workshops use the same experiential learning methods as those suggested for the classroom, and cover many of the same skills as those in the student curriculum. Thus understand-

ing of the importance of personal, social and health education increases. One of the barriers to the success of a PSHE programme can be uncommitted staff: lack of commitment frequently comes through lack of real understanding.

Variations in past experience, practice and context need consideration when designing in-service provision. This is true within a local education authority, and is even more important when the training is to be school-focused. For this and many other reasons we have chosen to train locally-based trainers as the means of dissemination (Figure 2). The local trainers are then in a position to consult with secondary schools and design the courses most appropriate to the needs of the individual school. The local social and political context - relationships, influences and constraints from governors, parents and politicians - can then also be taken into account. This is particularly important in the field of personal, social and health education.

The aim is to be holistic - to make sure that our philosophy and practice are reflected at each stage of the project. Personal, social and health education must be holistic too - the promotion of health must happen not only in the curriculum, but must be reflected in the corridors and staffrooms of schools, in relationships with parents and with the community of which that school is a part.

If your i.e.a. would like to take part in the project, or you wish for further information, please contact Jen Anderson, Project Director, HEA Health Skills dissemination project, Counselling and Career Development Unit, University of Leeds, 22 Clarendon Place, Leeds LS2 9JY.

(1) *Health Skills Teaching* by Jen Anderson for the Health Education Authority. To be published late 1987 by Lifeskills Associates, Leeds.

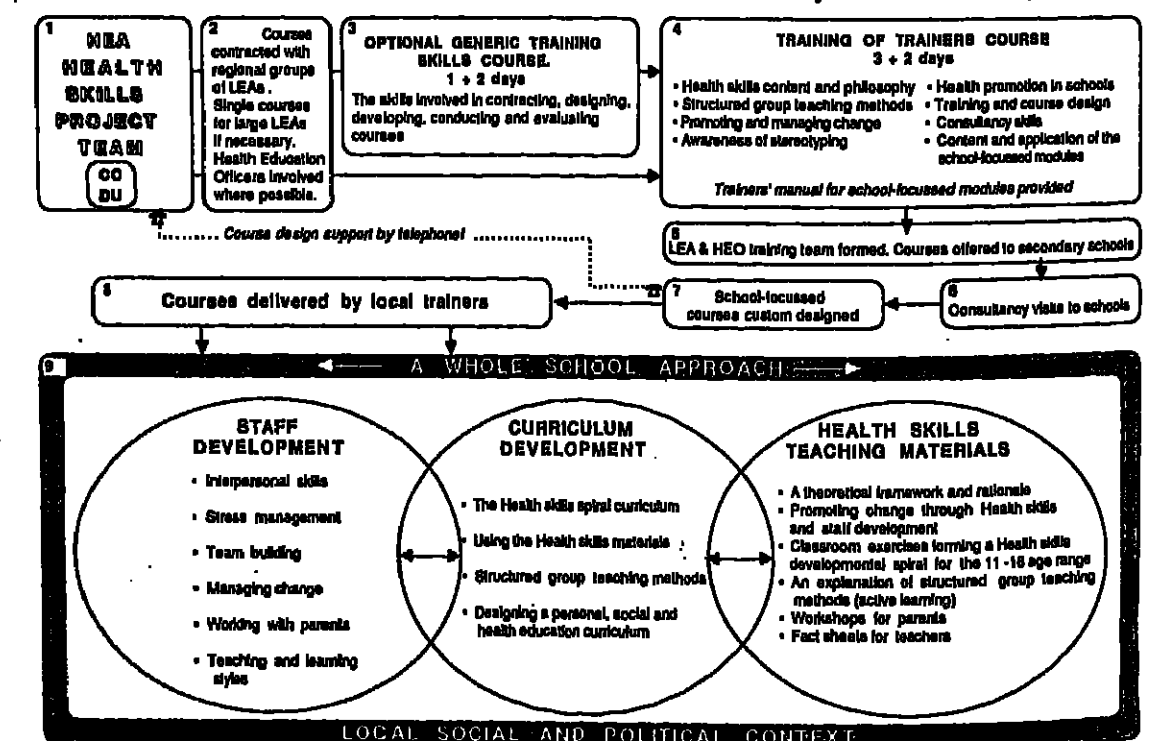


Fig 2. HEA Health Skills project dissemination plan

Comprehensive caring

Learning for Life, a Health Education Authority project. Tutors' handbook plus 3 student workbooks. Gill and Macmillan, £15.25.

These are the published materials from a school-based curriculum project developed in Eire between '83 and '86 by teachers in vocational schools in County Tipperary in conjunction with the Mid Western Health Board and the Health Education Bureau. It consists of a teacher's guide and three student workbooks.

The main aim of this project is to promote the development of a comprehensive "caring" Personal and Social Education curriculum for the first three years of post primary education. To quote the tutors' handbook, "Learning for Life is both a formal curriculum... and a system of guidance and counselling that permits a personal, caring relationship to exist between teachers and pupils".

As well as offering a detailed explanation and guide to the imple-

mentation of this curriculum, the tutors' handbook also includes concise and well-written guidelines on the issues pertinent to Personal and Social Education. For example, how schools can best develop a healthy ethos, how to develop a consultation programme for staff and parents before and during implementation of *Learning for Life*. It also offers a succinct account of Bruner's spiral curriculum/key concept theory, together with information and practical advice about training teachers in affective learning strategies.

The pupils' workbooks contain a vast and invaluable reservoir of strategies, activities and exercises on social skills, values-clarification, problem solving, etc., mostly within the context of health and consumer topics, eg. safety, drugs and relationships. This is exactly the sort of thing that hard-pressed planning teams in schools need to provide them with ideas and resources.

The wealth of ideas contained in these workbooks is a testament to the creativity, enthusiasm and hard work

of the teachers involved in the materials writing workshops. The thought and care that has gone into both the content and design of these books is impressive, so although there are a lot of old ideas (a lot of original ones too!) they have been re-worked in such a way as to make them appear fresh and exciting.

Unfortunately, however, this whole project has been developed for schools in Eire and many references in the written materials make this obvious. It would not, therefore, be taken on wholesale by schools outside of Eire without some careful adaptation. The cost of the pupils' workbooks is also quite prohibitive, especially as copy-right has not been waived on these materials.

However, teachers involved in the planning, developing and co-ordinating of PSE/pastoral/health education programmes would be well advised to have at least one copy of the project materials to hand as it would serve as a very informative and manageable resource.

Ron Turner

EXTRA

What case can be made for outside speakers?

Brief encounters in the classroom

FANNY MITCHELL

My introduction to the vexed question of the outside speaker for health education sessions was as a newly appointed health education officer being approached by an equally inexperienced health visitor. She had been asked to "do drugs" in a local secondary school and not unnaturally felt in need of support in the form of audio visual aids and possibly a teaching pack. She had never taught in a school before, but felt that she could not refuse to do so when encouraged by her own manager.

I did my best to equip her, but had some reservations about doing so and the usefulness of her session. What could a group of 14-year-olds unknown to her hope to gain from a 40-minute period other than a few, briefly-remembered facts? The chances of a teacher following up such a session, when virtually no briefing had been provided, were very low. The health visitor's confidence might have been boosted, possibly misleadingly, but one probably she would have been left with feelings of inadequacy.

Such occurrences, maybe slightly less extreme, are still commonplace: outside speakers from a wide range of professions have been used to teach many health education topics in both primary and secondary schools. A survey of West Sussex primary schools showed that dental health educators attended over half the schools and school nurses, road safety officers and the police, a third each.

The use of such outside speakers, however, has long been questioned and even attacked by numerous health educators and academics. Their criticisms are not levelled against the contribution of a visitor to the classroom where children can take the initiative and responsibility for the visitor, which is a valuable exercise *per se*.

When he was director of TACADE (Teachers Advisory Council on Alcohol and Drug Education), Martin Evans went as far as saying that "the one-off is fundamentally harmful to health education and its development and progress in this country; it trivialises health education by making it an 'acceptable' commodity, it provides no role, and it wastes resources since benefits are minimal".

The need for health education in schools to have a properly developed curriculum has been urged by health educators for well over 10 years, but although some schools have gone as far as appointing a co-ordinator as a token gesture, very few have actually achieved much in the classroom.

For health education to be effective it has to be integrated, and this can only be achieved by careful planning on the part of teachers. In the absence of this, the temptation is for them to respond to pressures to cover particular topics, and the easiest way to do so is on a one-off basis. This ignores the crucial aspect of most health education: it is not a series of facts to be learned in isolation, but a forming of attitudes to influence behaviour. An outside speaker with no previous meeting with a class could not hope to do this in one single or double period. Continuity and integration are essential in all areas of health education and it is vital that topics are woven into a broader framework.

So what case can be made for outside speakers and how can they be most usefully incorporated? Are some more valuable than others?

Ignoring the inevitably wide range of individual communication skills to be found in any one profession, the effectiveness of contributions made by different professions is far from equal. At one end of the spectrum we have those people invited to make a contribution that is largely factual or conveying a skill. Environmental health officers cover topics like home safety, consumer law and pollution: such areas are not sensitive and de-

and basic communication skills. Professional first-hand knowledge here can add considerably to the topic. At the other end of the spectrum we have marriage guidance counsellors. They are concerned little with facts, but almost entirely with attitudes and behaviour. Provided they work with small groups over several periods they can use their professional counselling skills with the added advantage that they are not identified with authority. The main problem here lies with the preferable exclusion of the teacher who may not understand what has been taking place, and may be mistrustful: in one instance the teacher rushed into the classroom to take a polaroid snapshot and left again without a word.

Between these two extreme types of contribution lie the bulk of outside speakers. Many are NHS staff, including doctors, dentists, nurses and paramedics. This group, ironically, are probably the least successful generally: in many cases little professional knowledge is required and they are not trained to cope with groups on sensitive subjects.

Health visitors, the group of nurses trained as health educators normally work with mothers and children under five, on a one to one basis. Any group work training is aimed at adults, not large classes of pubescent boys, and many health visitors feel unsure of themselves with large numbers as they get little chance to practise their skills.

Although classes may require some clinical knowledge of how the body works, topics such as drugs and sex education are often included: professional training will have been scanty, and consideration of attitudes and behaviour not considered at all in training. General practitioners, with even less training in health education, have only their clinical expertise to offer.

School nurses, the traditional "nit ladies" are rightly anxious to extend their predominantly screening role and become more involved with the pupils. In the several training courses now specifically designed for them, much importance is attached to advice and counselling potential, but it is unclear how far "teaching" is intended to mean unsupported work in the classroom.

Dental health educators have always made a major contribution. In the classroom, but now that school dentists are finding their filling, they have reduced the need for filling, they have to be redeployed either outside schools or as educators. The requisite skills for the latter have hardly been developed in restorative work.

To make progress in this area, both teachers and outsiders must be convinced that the "one-off" on most health education topics is not worth doing, and the latter should feel able to refuse such requests. Health education can play a key role in providing training for both groups to work as effective collaborators. Teachers need to develop programmes so that the outside contribution is woven in. In many cases there will be no need for outside speakers as teachers become confident that they have sufficient factual knowledge of a topic, and their skills in small group work are developed. In some cases teachers are even building up their confidence on topics such as sex education by supporting each other on a self-help basis.

With increasing public awareness and pressure to cover the sensitive areas like sex education and drugs, there is a very real danger that outsiders will be used to "do it" on a one-off basis unless a lot more work is done by health educators to prevent this. It is hard to note that in the West Sussex survey, probably not atypical, it was those subjects done by one-off outsiders that were most widely covered.

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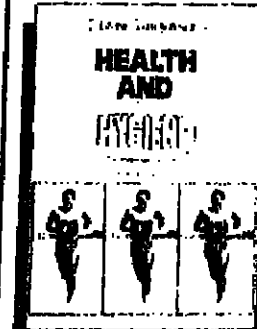
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The aim is fitness for life Moving stairway

SARAH FARLEY

Fitness for life is an ambitious physical fitness scheme that the physical education teachers have introduced at key High School, Sandwell. The of'sights are not set on anything but to produce gold medalists. And, the school hopes to engender an enthusiasm for fitness, and understanding of how it can be used, that pupils leave school with wherever it is to be fit for the rest of lives.

Traditionally, PE has been a sub-where the teacher decides what is to be played and who will win them, said Leslie Pearce, head of PE at Warley High School. "The PE, or runs, or whatever, have an end in themselves. We will not ignore games and athletics but use as 'tools' to develop each individual pupil's level of fitness."

Exercise is based on a scheme developed by Fox and Corbin, who called it "Stairway to fitness".

Problem Solving
Evaluating
Regular Exercise Patterns

Exercising

are like most schools in that we use the first two steps and then Leslie Pearce explains. The goal

of fitness in schools has always been to "get people to exercise", usually by means of competitive games. Through this it is fairly easy for young people to reach the second step of achieving fitness. Maintaining exercise and fitness levels when the choice, and responsibility, are left to the individual is a more difficult step.

A step three is the beginning of personal exercise, when students have to choose forms of exercise that suit their individual needs and interests, leading on to the fourth step, evaluating their own fitness. Not, it is emphasized, evaluation by a teacher, but students testing themselves. Problem solving is the highest goal. When someone has reached this level of fitness, they do not need to rely on the help of others. They know how to get fit and can plan their own exercise programme. If they encounter a particular problem—such as losing 40lbs of weight and maintaining a new weight—they can work out how to do it.

Applying this scheme within the context of a mixed comprehensive school required some careful thought and planning by Leslie Pearce and his colleague, Elaine Whybrow, head of girls' PE. They did not have many examples to learn from and had to develop their own system of worksheets and handbooks by calling on various different sources and adapting them as necessary. And then they had to communicate the benefits of an "active lifestyle" to the third-formers.

The pupils began by taking four physical tests to find out about their present physical condition. These

were: a 12 minute run to measure the state of heart and lungs; a sit and reach test to measure the flexibility of the lower back and legs; sit ups to measure muscular endurance; and body composition to measure the percentage of body fat.

Using techniques and scoring systems supplied by the teachers and working in pairs, the pupils established their own condition. One can imagine the smirks and giggles as friends pinched their pupils' triceps and measured the skinfold with calipers. These tests are repeated throughout the course so that pupils can see the rate of their progress.

Explaining how the body works and how exercise affects it is an important part of the course. The pupils learn how to take their pulse and answer questions relating to simplified explanations of how the heart and lungs function. They wrestle with such words as "atherosclerosis" and "cardiovascular", before learning the differences between aerobic and anaerobic exercise. They discuss the benefits of stretching and flexibility, and work with a partner for specific flexibility

exercises, measuring and recording the results on a self-evaluation chart.

Another part of the course is devoted to understanding how the body can be trained using the example of circuit training. The pupils choose whether they are going to adopt an aerobic or anaerobic approach, and devise a circuit to help develop a particular part of their body. This will vary according to which sport or athletic pursuit interests them. Included in the planning of the circuit is consideration of what equipment they will need and how they will set up the circuit—a vital ingredient if they are intending to train at home.

The 180 pupils in the third year were chosen for the introduction of the course, which ran for two and a half terms from September to Easter. It seems to have proved popular with staff and pupils alike. "At first the boys and girls were rather wary", said Leslie Pearce. "They were so used to us directing them that being in a position to choose what to do and then being responsible for carrying it out took some getting used to."

"But once they understood the principles behind the scheme, they became very interested in it and worked hard, wanting to improve their levels of achievement. The staff seem to have been pleased with the scheme too—because all the lessons are for the term, we can see it as a whole. There have been some problems, such as discovering that some of the example measurements we were using were applicable to Olympic standards and so were much too hard for us, and we are also reviewing the written material. But in general, we are pleased with the course."

Although the pupils work together, the individuality of fitness is stressed, as is danger of pushing oneself too far too fast. By teaching the children why it is important to exercise and how their body is influenced, the school staff hope fitness will become part of their life, continuing into adulthood. An ambitious goal, perhaps, but as headmaster Graham Butler points out, it has the advantage of focusing on something that interests teenagers most of all: themselves.

1 British Journal of Physical Education 1985.

hair," says Mr Brodie. "Every school has priorities and we must negotiate with parents to find out how they can contribute, as well as challenge their misconceptions. There is a natural tendency to support the subject anyway because parents have a basic interest in their child's development." The experience of the three Birmingham schools will be shared with others on an autumn course which John Lloyd is organizing with Gill Combes, Schools' Health Education Adviser to the Central Birmingham Health Authority. It starts with a full day on September 30, followed by four half-day sessions at monthly intervals. As the steering group's report stresses, parental involvement needs to be part time, but they were responsive. The main worries centred on language. A panel of interpreters has now been formed and one parent has started giving Urdu lessons for staff. Twenty-two have signed on for them. It also emerged that most parents found school reports, particularly the grading system, meaningless despite being translated.

As part of the confidence-building process, pictures for the school walls are now chosen to reflect Asian culture in preference to European—and signs appear in Urdu as well as English, to welcome Asian visitors. There are also moves to start a girls' social group at the local women's centre, particularly because it is likely to be a better environment than the school for initiating discussions on relationships.

At the third school, Lee Bank Primary, Edgbaston, 65 per cent of the children are of Afro-Caribbean descent, so language is not a barrier. Despite high unemployment and many "problem" families, there is a strong sense of community and vandalism is rare. Headmaster Dave Brodie, conscious that the community had "got its act together" while previously the school had not, is enthusiastically fostering links with parents in all aspects of their children's education—from maths to hygiene.

There has been a good response too from new children's parents who have been invited to join small discussion groups to tackle subjects like their expectations of the school and its academic and social aims.

A more formal health programme is now being introduced throughout the school to raise awareness of topics that have previously been covered in a less structured way. "Health education is not just a question of teeth, feet and

Making parents feel welcome Different lifestyles

GILLIAN THOMAS

Diet, personal hygiene and family relationships all have their roots in the home. So there any point in doling out health messages at school unless they are supported there?

Three Birmingham schools, a comprehensive and two primaries, are taking part in research to see how parents should be involved in health education. All are in inner-ring areas with a high proportion of children from ethnic backgrounds.

A seminar in the city last year on the HEA's "Family Lifestyles" project (directed by Dorit Braus of the Open University) prompted its General Adviser, Diana Harrop, to form a small steering group of teachers and advisers to develop strategies for working with parents. It is being led by John Lloyd, the city's advisory teacher for health education. The first report, which has just been published, will form the basis of a national course on the subject in the autumn.

Though the needs of the three schools differ, they are all convinced of the importance of involving parents in school life, particularly in the context of health education. "Our aim is to establish a relationship with parents to build up their confidence in what goes on in school," explains Jenny Horton, Headmistress of Tidal Street Primary, Baisland Heath, which is one of the three. "We decided to target the 30 reception children to establish early links with new parents. We hope they will then become a catalyst for others."

Afternoon meetings for parents, carefully planned but informal, have been held at the school every two weeks since last September. They have covered not only health topics but also the benefits of teachers and parents working together and the value of play, story-telling and art.

The school nurse has been involved in the coverage of health. Diet is a major concern because many Asian children are beginning to reject their traditional foods, having been seduced by television commercials for crisps and sweets. So it is very important to build the mothers' confidence and to emphasize the benefits of a good Asian diet. Similarly the need for warm clothing during the winter has been pointed out and regular medical checks suggested. "But the approach is never 'we know best', rather 'you have a lot to offer'," says Mrs Horton. "Confidence-building is essential."

Another encouraging sign is that mothers are beginning to chat to each other at the school gates. A few also come in to help with sewing and reading and around 85 per cent now attend the open-evenings with class teachers, a significant improvement.

I noticed the same objectives at Golden Hillock School, Small Heath, a 1,000 pupil comprehensive where 98 per cent of first-years are Asian. There too they were building up trust by making parents feel welcome, valuing the children's home culture and instilling confidence. "Unless you get parents involved, work on lifestyles and family relationships is ineffective. Raising self-esteem is also fundamental in helping to create a healthy outlook," says Carol Whitey who as Deputy Head drew together a pressure group of 10 of the school's teachers. With large numbers of Muslim pupils, we simply cannot leave subjects like sex education without a great deal

of groundwork. Indeed, we soon came to realise that progress will inevitably be very slow. However, being able to share problems and ideas at the monthly meetings of the steering group gives us encouragement."

First they invited parents to join a group to discuss concerns about the school. Only about 10 attended each time, but they were responsive. The main worries centred on language. A panel of interpreters has now been formed and one parent has started giving Urdu lessons for staff. Twenty-two have signed on for them. It also emerged that most parents found school reports, particularly the grading system, meaningless despite being translated.

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hair," says Mr Brodie. "Every school has priorities and we must negotiate with parents to find out how they can contribute, as well as challenge their misconceptions. There is a natural tendency to support the subject anyway because parents have a basic interest in their child's development." The experience of the three Birmingham schools will be shared with others on an autumn course which John Lloyd is organizing with Gill Combes, Schools' Health Education Adviser to the Central Birmingham Health Authority. It starts with a full day on September 30, followed by four half-day sessions at monthly intervals. As the steering group's report stresses, parental involvement needs to be part time, but they were responsive. The main worries centred on language. A panel of interpreters has now been formed and one parent has started giving Urdu lessons for staff. Twenty-two have signed on for them. It also emerged that most parents found school reports, particularly the grading system, meaningless despite being translated.

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Scale 2 Posts and above

Scale 1 Posts

ENFIELD
ENFIELD BOROUGH OF
CHANCE SCHOOL
Enfield, Middx.
Tel: 0181 310

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Scale 1 Posts

BARKING AND DAGENHAM

BARKING AND DAGENHAM
EDUCATION DEPARTMENT
Barking, Essex
Tel: 0181 310

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SECONDARY MATHEMATICS

GLoucestershire

HAVERING

HERFORDSHIRE

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BOLTON METROPOLITAN BOROUGH

(An Equal Opportunity Employer)

The following posts are from 1.8.87

SECONDARY SECTOR GRIST SUPPLY TEAM

SCALE 1 (4 temporary 1 year posts)

As part of its initiative under the new Service Training arrangement

(GRIST) the Authority is seeking to establish a team of teachers who will

work throughout the Secondary Sector in order to release staff in schools

for GRIST activities. These posts are being offered to experienced teachers

who may be interested in widening the scope of their experience into a

variety of schools and challenging roles. Applications to be returned to the

Director of Education and Arts by 8th June 1987.

ST. JOSEPH'S RC SCHOOL (11-16), CHORLEY NEW ROAD,

HORWICH, BOLTON BL6 8HW

SCALE 1 - MATHE with ability to teach Computer Studies. Applications to

SUFFOLK

Required: September
1967, TEACHER OF SCIENCE I, the ability to enter a second subject for credit.

Apply by letter to the principal of the school, with curriculum vitae and the names and addresses of two referees, enclosed. S.A.E. details, (02184) 134822

SUMMARY

Queen's Road, Bunting
NR35 1LW

13-18. Group 11 with a discontinued Sixth Form

Required from the 1st September 1997, a teacher with a **BSc in Physical Education** with an interest in football. To join a department with a proven record of success scale 11.

An ability to contribute to the teaching of Chemistry in a Sixth Form would be considered an advantage but candidates who could not fit this should not be constrained from applying.

Letter of application with

CURRENCY
REGISTRATION COMMITTEE
OF THE S.S. SCHOOL
 at Ram Road, Woodhill RH11
 111
 Tel: Rodhill (0787) 765780
 2-12, 2-13 and 2-14 comprehensive,
 1981-1982 term. 150 in sixth
 term
 required for September 1987,
 2-15. Director of Biology for
 the over-subscribed school
 which will have new laboratory
 in 1989. Biology has
 four Sunday A level courses and
 is the school's most popular
 GCSE option. Good technical

Please telephone the school

SUTTON
LONDON BOOKING OFF
SUTTON
SUTTON HIGH SCHOOL
POWELL ROAD
Ewell Road, Chesham MK3 8AR
Tel: 01-354 1501
BIOLOGY - Scale 1
Required for September 1987
A good knowledge adequate to
the teaching of biology
to A level and some junior
physics and/or chemistry
There are nine biology and
animal biology groups in the

developments and a willingness to be involved fully in the life of

SUTTON
LONDON BOROUGH OF
SUTTON
SUTTON HIGH SCHOOL

Required for September
1987 master/mistress

teach science in this 6th for entry infant school. Courses in Biology, Chemistry and Physics are taught to GC and 'A' level. The school is an established 6th form and TVET courses commenced 1 September.

Letters of application, w.c.v. and names and address of two referees to the Head teacher, as soon as possible.

(28/18) 1546

**WALSALL
METROPOLITAN**

**METROPOLITAN
BOROUGH COUNCIL.**

Scale 1

Acquired September 1987 to join a large law and social science law firm. Candidate should be well qualified, experienced and able to handle the subject to level.

Application forms for further details available on request from: Mr. J. A. Walwall, Teacher, Stroud School, Quenell's Road, Stroud, Walsall, W Midlands.

Closing Date: 12th June 1987.

Walwall is an equal opportunity employer.

100-443887-100

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RATORY

NW2
L1
An equal opportunity employer.
The College of Further, Higher and Adult Education
This new College of Further, Higher and Adult Education
develops its programme for private and public sector Man-
agement Agents associated with MSC-supported programmes.
The successful applicant will design, develop, market and
teach a wide range of Training Schemes and manage the
centre's day-to-day affairs.

NW2
L1
An equal opportunity employer.
The College of Further, Higher and Adult Education
develops its programme for private and public sector Man-
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NW6
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An equal opportunity employer.
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LONDON

NW2
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SHROPSHIRE
THE OLD HALL SCHOOL
Walsingham, Norfolk
4-13 day and weekly boarding
for 10-18 year olds.
Required in September 1987
to take charge of a form of
10-11 year olds. To be a full
time teacher. Applicants must be
able to teach basic skills.
Please apply with full cur-
riculum vitae and references to
the Headmaster.
Tel: 01462 405624

SURREY
HOERNBIE SCHOOL
Horseshoe, Woking, Surrey
(H.A.P.S. Boys' School)
Allin House and St. Michael's
combined.
Two long established schools,
merging in September, require
a qualified and experienced
teacher to take a combination
of middle and English, His-
tory and Science. Help with
the teaching of drama and
music. Apply to the Headmaster,
St. Michael's, Woking, Surrey.
Tel: 0462 405624

SURREY
DANES HILL SCHOOL
Oxshott, Surrey KT20 0JG
The Pre-Preparatory Department
(200 pupils) requires for
September 1987 a qualified
teacher to take a combination
of middle and English, His-
tory and Science. Help with
the teaching of drama and
music. Apply to the Headmaster,
Danes Hill School, Oxshott,
Surrey. Tel: 0462 405624

LONDON

SURREY
THE HAWTHORN
Bodell Court, Bletchington
Tel: 0462 405624

LONDON

SURREY
NORWICH LODGE SCHOOL
Required in September 1987
to take charge of a form of
10-11 year olds. To be a full
time teacher. Applicants must be
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Please apply with full cur-
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Tel: 01462 405624

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Colleges of Further and Tertiary Education

Other Appointments

AVON COUNTY

SOUTH BRISTOL TECHNICAL COLLEGE
Marksbury Road,
Bodminster, Bristol BS3
LECTURER II - Special
Needs and LECTURER I -
Special Needs
Applications are invited for
the above posts, duties to
commence on 1st September 1987 or as
soon as possible there-
after.

These posts will initiate
the development of Special
Needs provision in the col-
lege and it is expected that
the Lecturer II will lead
this development.

Applications forms and
further particulars of these
posts may be obtained from
the Administrative Officer to
whom applications should be
returned by 12 June 1987.
Please enclose a C.V.

SURREY
THE HAWTHORN
Bodell Court, Bletchington
Tel: 0462 405624

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BERKSHIRE
ROYAL COUNTY OF
BERKSHIRE
NEWBURY COLLEGE
Newbury, Berks, RG13 1PQ
Tel: Newbury 42624/37000
Applications are invited for
the following posts:
TECHNOLOGY DE-
PARTMENT

1. LECTURER GRADE I
IN JOINTLY AND
JOINTLY
To assist with the CITH
integrated CAJ block ra-
dio-visual courses, some
aspects of the G.O. and
Brickwork courses.

2. LECTURER GRADE I
IN BRICKWORK AND
TO TEACH AN ESTABLISHED
G.O. course and develop
the CITH integrated block
release courses in brick-
work to start in September.

3. LECTURER GRADE I
IN MECHANICAL AND
PRODUCTION
COURSES
To teach core subjects to
CGLI Craft and BTEC
courses. Experience with
some applications of new
technologies required.

4. LECTURER GRADE I
IN ELECTRICAL AND
ELECTRONIC EN-
GINEERING
To teach ONVCH and
possibly some CGLI craft
courses, including work
in Microelectronics.
Some introductory work
in computing, using BASIC, is
required.

5. LECTURER GRADE I
IN GENERAL STUDIES
To teach the Preliminary
Certificate Course in
Social, Civic and City &
Children's Studies. Ability
to deliver other Government
and Politics or Social Admi-
nistration would be an
advantage.

6. LECTURER GRADE I
IN HOME ECONOMICS
(Temporary) - Ref. 87/24
To be responsible for the
organisation of all Home
Economics teaching in the
Department and to tutor the
City & Guilds 331 Course.

7. LECTURER GRADE I
IN CATERING
To teach on the City &
Guilds 330/1 and 706/2
General Catering Courses.

8. BUSINESS STUDIES DE-
PARTMENT
To teach the Preliminary
Certificate Course in
Business Studies. Ability
to deliver other Government
and Politics or Social Admi-
nistration would be an
advantage.

9. LECTURER GRADE I
IN OFFICE SKILLS - Ref. 87/25
To teach mainly typewrit-
ing and office practice to stu-
dents on Hotel Reception and
other catering courses.
Applicants should hold a
recognised qualification in
teaching.

10. LECTURER GRADE I
IN OFFICE SKILLS - Ref. 87/26
To teach mainly typewrit-
ing and office practice to stu-
dents on Hotel Reception and
other catering courses.
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recognised qualification in
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11. LECTURER GRADE I
IN OFFICE SKILLS - Ref. 87/27
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dents on Hotel Reception and
other catering courses.
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recognised qualification in
teaching.

12. LECTURER GRADE I
IN OFFICE SKILLS - Ref. 87/28
To teach mainly typewrit-
ing and office practice to stu-
dents on Hotel Reception and
other catering courses.
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recognised qualification in
teaching.

13. LECTURER GRADE I
IN OFFICE SKILLS - Ref. 87/29
To teach mainly typewrit-
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dents on Hotel Reception and
other catering courses.
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recognised qualification in
teaching.

14. LECTURER GRADE I
IN OFFICE SKILLS - Ref. 87/30
To teach mainly typewrit-
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dents on Hotel Reception and
other catering courses.
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15. LECTURER GRADE I
IN OFFICE SKILLS - Ref. 87/31
To teach mainly typewrit-
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dents on Hotel Reception and
other catering courses.
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teaching.

16. LECTURER GRADE I
IN OFFICE SKILLS - Ref. 87/32
To teach mainly typewrit-
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18. LECTURER GRADE I
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LONDON BOROUGH OF
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Newbury, Berks, RG13 1PQ
Tel: Newbury 42624/37000
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CAMBRIDGESHIRE
CAMBRIDGE COLLEGE
OF ARTS AND
TECHNOLOGY
East Road, Cambridge CB1
1PT
(An equal opportunity
employer)

**TEMPORARY LECTURER
IN ENGLISH AND GENERAL
STUDIES**
Required from 1st
September 1987 for one
year, to teach Business
and Higher BTEC and
Secretarial Studies. The
successful candidate will
also teach English as a For-
eign Language and possibly
General and Communi-
cation Studies. Candidates
should hold a good honours
degree and BFL qualifica-
tion. Some FE Teaching expe-
rience in the relevant sub-
jects.

Salary on Scale 1 £6,843
- £11,865 (award pending).
Closing date for applica-
tions: Friday, 12th
June 1987. Further details
and application forms may be
obtained from the Principal,
Cambridge College of Arts and
Technology, East Road, Cam-
bridge CB1 1PT. Tel: 0223
359542. (254545) 240026

CLEVELAND
KIRKBY COLLEGE OF
FURTHER EDUCATION
Roman Road, Linthorpe,
Middlesbrough, Cleveland
Tel: (0642) 813706

**LECTURER GRADE II IN
TECHNOLOGY**
To teach core subjects to
CGLI Craft and BTEC
courses. Experience with
some applications of new
technologies required.

**LECTURER GRADE I IN
ELECTRONIC EN-
GINEERING**
To teach ONVCH and
possibly some CGLI craft
courses, including work
in Microelectronics.
Some introductory work
in computing, using BASIC, is
required.

Norfolk Council

Norfolk College of Arts and Technology
Tennyson Avenue, King's Lynn, Norfolk PE30 2QW
Principal Clifford H. Dixon

LECTURERS GRADE LI

Required for 1st September 1987 or as soon as possible thereafter.

BUSINESS STUDIES

To contribute to a wide range of business courses, particularly marketing and small business management.

CARING/NURSERY NURSING

To contribute to the development of the NNEB Certificate and a range of child and community care courses.

PRE-UNIFORMED SERVICES

To make a major contribution to the development of Pre-Uniformed Services courses. Candidates should have relevant experience at an appropriate level in one of the uniformed services.

Salary scale: £6,843—£11,865 (to £13,656 maximum) per annum. Current Burnham Scale (under review).

Application forms and further details available from the Chief Administrative Officer at the College upon receipt of request with stamp.
Forms should be returned by 12th June 1987.

EDUCATION DEPARTMENT

Kent Institute of Art and Design
APPOINTMENT OF

Principal

Medway College of Design
(Salary within range £22,029-£23,142)
(RE-ADVERTISEMENT)

Applications are invited from suitably qualified and experienced persons for the above post with effect from 1st January 1988. The College together with Canterbury College of Art and Medway College of Design will form Kent Institute of Art and Design on its inauguration in September 1987. The structure of the Institute the Principal of Medway College of Design will be responsible for the internal organisation of the College as well as holding key responsibilities within the wider remit of the Institute. The Principal will be a member of the Institute's academic board and governing bodies.

Further details and application form (please enclose SAE) can be obtained from the County Education Officer (Reference CS6/P/53) Education Department, Springfield, Maidstone Kent ME14 2LJ. The completed application form should be returned by 12th June 1987.

(17293)



WARE COLLEGE

Lecturer II

ICSC Course Tutor, to be responsible for the organisation and administration of the In-Service Course in Social Care and to teach one or more of the related subjects such as Social Studies, Sociology or Psychology. A relevant qualification and experience in the field of social care is necessary.

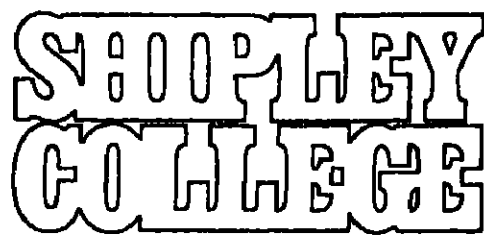
Salary Scale £8,595 to £13,656 plus £309 fringe allowance.

Further particulars of the post and application forms may be obtained from the Principal, Ware College, Sothe's Road, Ware, Herts. SG12 8JF. (s.a.e. please) to whom completed forms should be returned within two weeks of this advertisement.

(18858)

Hertfordshire
County Council
An Equal Opportunity Employer

COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED



Required for 1 September 1987

a Lecturer I Adult Education - Basic Skills

(Temporary One Year)

To develop and supervise basic skills provision in further education and community-based contexts. There is an emphasis on the integration of basic skills into the overall Adult Education provision.

b Lecturer I Language and Communication

To work as a member of course teams in the areas of Communication Skills, English Language Support and English for full and part-time (including Youth Training Scheme) courses. Experience of work with bi-lingual students and an interest in a functional approach to ELS support will be an advantage.

Application forms and further details from College Administrator, Shopley College, Exhibition Road, Shipley, Tel. Bradford 595731.

Closing date 19 June 1987.

CITY OF BRADFORD METROPOLITAN COUNCIL
We are an equal opportunity employer (13326)

De Havilland College The Campus, Welwyn Garden City

(Re-advertisement)

Required for the College Borehamwood Centre from 1st September 1987.

A Lecturer

In English with a TEFL qualification to specialise in English as a foreign language. Experience essential. Ability to offer a modern language is desirable.

A Lecturer

In Secretarial Studies (2 positions available). Experienced and enthusiastic tutors required who will specialise in typewriting, Teeline shorthand and word processing.

Salary £8,843 p.a.-£13,656 p.a. + £309 fringe allowance.

Previous applicants will automatically be reconsidered.

Further details and application form which should be returned by 12th June 1987, may be obtained from The Principal De Havilland College, The Campus, Welwyn Garden City, Herts. AL8 8AH. (Telephone WG 326318 Extn 21)

(17282)

Highland Education Department

FURTHER EDUCATION
Inverness College of Further and Higher Education

LECTURER 'A' ELECTRICAL & ELECTRONIC ENGINEERING

Salary Scale £9,840-£14,463/£13,328

Responsible for the teaching and development of Digital and Analogue Electronics and Computer Technology up to the level of SCOTVEC Higher National Diploma and Higher National Certificate.

Further details and application forms from: Director of Education, Highland Regional Council, Regional Buildings, Glenurquhart Road, Inverness. Tel: 234121 Ext 362.
Closing date for all above posts: Friday 12 June 1987.

(17280)

AMERSHAM COLLEGE OF FURTHER EDUCATION ART AND DESIGN

Applications are invited for the following posts from 1 September 1987 (or as soon as possible thereafter).

CAREERS COUNSELLOR (LECTURER I)

The Careers Counsellor will be expected to devote half his/her time to providing a careers service for students and staff. The person appointed will have an opportunity of establishing a new service within the College and will also teach half time for the Business & Industrial Studies Department on Pre-Vocational or MSC Courses; alternative teaching for the Business Studies area will be considered.

LECTURER I (COMPUTING SECTION)

A Lecturer I to teach in the computing section on a wide variety of computer courses. There may be an opportunity of a Lecturer II post for experienced candidates. Applicants must have a relevant academic/professional qualification.

Industrial or commercial experience an advantage, though new graduates with initiative and enthusiasm will be considered.

Salary scale: Within the range £8843-£11865/£12083-£13656 plus £309 Outer London Fringe Allowance.

LECTURER II in (SECRETARIAL STUDIES)

Applications are invited for a committed and enthusiastic lecturer to teach in the Secretarial Section of the Business & Industrial Studies Department.

The successful candidate should be familiar with modern technology and computer packages for office studies. Salary scale: £8959-£13656 plus London Fringe Allowance £309.

Application forms and further details (SAE) obtainable from the Principal, Amersham College of Further Education, Art & Design, Stanley Hill, Amersham, Bucks HP7 9HN to be returned by 12 June 1987.

(17231)

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

The following are required for the 1st September 1987 and the closing date is 12th June 1987.

-Further Education

ACCRINGTON & ROSSENDALE COLLEGE

LECTURER I (MEDIA STUDIES) - GROUP 6 - This is a new post created due to course expansion. To join an existing media studies team to teach in the following: full-time 2 year Media Studies Diploma with 'A' levels, 'A' level and GCSE Communication Studies, 'A' level Film Studies, GCSE Media Studies and Industrial short courses.

To act as group tutor to full-time Media students. Enthusiastic flexible and suitably qualified graduates with proven teaching ability required.

Application forms and further details from the District Education Officer, Exchange House, Cannon Street, Accrington.

LANCASTER COLLEGE OF ADULT EDUCATION

ASSOCIATE LECTURER STATUS - 0.8 of £6,843-£13,656 PER ANNUM
Co-ordinator in English as a second language.

Application forms from the Vice Principal at the above address.

(17210)

HAMPSHIRE LOCAL EDUCATION AUTHORITY

EASTLEIGH COLLEGE OF FURTHER EDUCATION

require

LECTURER I

In Pre-Vocational Education, to commence 1 September or as soon as possible thereafter.

Salary scale £6,843 to £13,656 p.a. Burnham F.E. conditions of service.

The Authority pursues a policy of equality of opportunity. Applications welcome from people with disabilities.

Further details and application forms available from Finance Office, Eastleigh College of Further Education, Chestnut Avenue, Eastleigh, Hants, SO5 5HT (telephone 0703 644011).

Closing date 12 June 1987.

(17282)

COLLEGES OF FURTHER AND TERTIARY EDUCATION continued

DEVON

As Equal Opportunities Employer

DEVON COLLEGE OF ARTS & TECHNOLOGY

Required for 1 September 1987

LECTURER I RECREATION AND LEISURE MANAGEMENT AND PHYSICAL EDUCATION

Applications are invited from suitably qualified and experienced persons who are able to teach in the above areas, including the 3rd course in Leisure Studies and parts 1-4 of the CGLI 481 Course in Recreation and Leisure Studies.

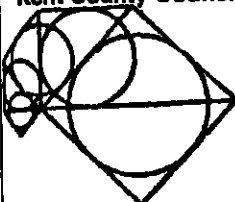
Salary Scale: Lecturer I £6,843-£11,865 (Burnham FE report, under review) with progression through the bar to £13,656. Placing on scale according to experience and qualifications.

Further details and application forms available from the Chief Administrative Officer, Devon College of Arts & Technology, Newton Road, Torquay, Devon TQ2 8BY (returnable by 12 June 1987) (SAE please).

220036

Kent County Council

Education Committee



Mid-Kent College of Higher and Further Education

IN ASSOCIATION WITH THE HOME OFFICE
PRISON DEPARTMENT

LECTURER GRADE II

Co-ordinator of Basic Education at
HMYCC Rochester

Candidates for this post, which is available as soon as possible, should be qualified teachers with recent full-time experience in Adult, Further or Prison Education and who can bring creative flair, professional judgement and managerial skill to the role of Basic Education.

Salary Scale £8,595-£13,656

Further details and application form available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent (Tel: 0634 44470 ext 212 from Monday 1 June) to whom completed forms should be returned by Monday 15 June 1987.

(17284)

Acton Technical College LECTURER II IN ELECTRONICS

We require a suitably qualified member of staff to teach robotics and microelectronic systems and applications up to BTEC Higher National Certificate level.

A willingness to undertake administrative duties as agreed and to support the college's policy of greater community involvement is essential.

Apply for further details and application form to: D G Straughan, Chief Administrative Officer, Acton Technical College, Mill Hill Road, Acton, London W3 8UX. Telephone: 01-993 2344 extension 2639. Closing date two weeks following the appearance of this advertisement.

Ealing's new council welcomes applications regardless of sex, race, ethnic origin, sexual orientation, disability or responsibility for dependents.

(17220)

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

SOUTH KENT COLLEGE Department of Engineering

Principal Lecturer

Applications are invited for the above post which is available from 1st October 1987. The vacancy arises as a result of the retirement of the present holder of the post.

The successful applicant will be based at the Dover Branch of the College and will be expected to assist the Head of Engineering with the administration of the Department and have particular responsibility for the development of full-time, block and part-time day release courses.

For further particulars and application form apply to the Principal, South Kent College, Shorncliffe Road, Folkestone, Kent CT20 2NA (0303 56861).
Closing date for applications: Friday 12th June 1987.

(13328)



DURHAM

DARLINGTON COLLEGE OF TECHNOLOGY

Principal: R. Exelby, M.A., C.Phys., M.Inst.P., F.R.S.A. Required for 1st September 1987

Department of Engineering LECTURER GRADE II IN ELECTRONIC ENGINEERING (2 POSTS) - to teach a wide variety of courses including 3rd Higher National Certificate in Electronic Engineering and Craft Programmes and Craft Programmes in Electronics Control and Utilization, Elec- tronic Engineering, Micro- electronics, and other related subjects.

Salary Scale: £6,843 - £11,865 (followed by progression to maximum of Lecturer Grade II scale).

Application form and further details (returnable by Friday 12th June 1987) are available from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington DL3 1BB on receipt of a stamped addressed envelope.

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DORSET

BOURNEMOUTH & POOLE OF FURTHER EDUCATION

Applications are invited from suitably qualified and experienced persons for the following posts, to become vacant on 1 September 1987:

1. L2 Travel & Tourism Operating Practice (2651) 2. L2 Business Admini- stration (2651) 3. L2 Premises & Plant (2660) 4. L2 General

ACADEMIC STUDIES. Ability to teach French to OCE 'A' and OCE students. Ability to teach Spanish will be an advantage.

LI English - Temporary 1 yr contract. £12,740.

DEPT. OF SOCIAL & COMMUNITY STUDIES

LI Home Economics - (Re-advert 12844)

LI Communication Skills & Social Studies (3558)

LI Science Subjects (3718)

LI Computing (3718)

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GWYNEDD

RYNGODDOL COLLEGE

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HAMPSHIRE

CAREERS SERVICE

Careers Adviser Schools

2 Posts (Havant and Andover: Ref. A & B)

Applications are invited from experienced or newly qualified Careers Advisers for two vacant posts based in the Havant and Andover Offices respectively.

A person appointed will work with pupils up to and including fifth form covering the whole ability range, and will have a responsibility for caseloads, of Training for Skills - YTS clients, a role in the unemployment register and a geographical area of responsibility.

A person can offer a well arranged programme of training and support during the probationary year.

Newly qualified Careers Advisers the starting salary is £7,311 in progression to £8,391, on 5/6 after 1 year.

Temporary Careers Adviser

Employment Education Liaison

Salary scale 5/6: £8,391-£10,164 (Ref. C)

You have an interest and commitment to the further development of work with employers and the unemployed in an area with good and improving prospects for young people, then you may apply to you.

A post, which involves work in the Alton and Aldershot areas, involves maintenance and development of effective contacts with employers, support to trainees participating in Training for Skills - YTS and liaison with Managing Agents and support for work on the unemployment register.

Candidates will be expected to have the Diploma in Careers Guidance.

A driving licence is essential. Authority pursues a policy of equality of opportunity and applications are particularly welcome from people with disabilities.

Further details of the Havant vacancy please contact T. Wilson, Administrative Assistant, Careers Office, Newfield House, Nutfield Place, Portsmouth PO1 1, or telephone Portsmouth 756523 quoting reference 57A.

Further details of the other two posts please contact L. Chubb, Administrative Assistant, Careers Office, Clarendon House, 9-11 Church Street, Ingstoke or telephone Basingstoke 29645 quoting reference 12857B or 12857C.

A closing date for all posts is 10th June, 1987. (17236)

EDUCATION DEPARTMENT

Principal Education Officer

Schools Branch

Salary currently £20,907-£22,824 p.a. Applications are invited for this second tier post, which is presently vacant, from educationalists with good leadership, organisational and communication skills to manage the Schools Branch which deals with the provision, review and development of the service to schools throughout the County. Areas of responsibility will include the special education provision, staffing of schools and related matters, school transport, together with oversight of four regional education offices.

The service is in the forefront of initiatives for change, particularly in respect of budgetary delegation to schools and computerised staff records. The successful applicant will be able to demonstrate a capacity to accept and ability to manage change. He/she will be a graduate with relevant teaching and administrative experience at a senior level in schools and the management of a local education authority.

Senior County Inspector TVEI
Salary currently £19,280-£20,766 - Southbury Scale, equivalent to Burnham HT Group 10)
The Authority, as one of those originally chosen to operate a V.E.I. pilot scheme, has successfully run that project since 1983. It now seeks to extend and develop TVEI work throughout the County under the D.E.S. scheme for T.V.E.I. extension.

Candidates are accordingly invited for the post of Senior County Inspector to take responsibility for such work. The successful applicant will need to show strong interest in and knowledge of the application of T.V.E.I. as well as the capacity to promote its benefits on a County-wide basis. He/she will be expected to have substantial and recent teaching experience involving senior responsibilities in the secondary sector. The post-holder will be responsible to the Principal County Inspector. The appointment will date from September, 1987, or as soon thereafter as can be arranged and will be on a fixed term contract for the period to 31st August, 1992.

Application forms together with further details for the above posts are obtainable from the County Education Office, 100, Castle Street, Worcester (Miss J. Lammie) or P. Gifford, telephone Worcester 353366, extension 5. The closing date for applications is Friday, 5th June, 1987.

Hereford and Worcester County Council

ADMINISTRATION L.E.A. continued

EDUCATION DEPARTMENT

Assistant Education Officer

For Post 16 Provision - Post Ref. E110-£16,011-£17,160

Barnesdale Close, Barnsley

The postholder will be responsible to the Senior Assistant Education Officer for Post 16 Educational Provision. This will include a responsibility for managing the Community Education Service. Applicants should be graduates with good teaching and administrative experience.

Closing date: 19th June 1987.

Guidance Co-ordinator

£14,136-£15,933 (Salary pending pay award)

Barnesdale Close, Barnsley

Barnsley Education Department has secured Education Support Grant (ESG) to continue the development work with the adult unemployed, carried out by a Development Officer who has been in post since October 1985, under the REPLAN initiative and to extend this work by appointing a Guidance Co-ordinator. It is also intended to appoint a clerical assistant to work with the Replan Development Officer and the Guidance Co-ordinator, to create a small unit of employees who will enhance the education provision for the adult unemployed, including Educational Counselling and Guidance facilities for all adults within the Borough.

The unit will cease to function when the ESG funding ends on 31st October 1988, therefore, this appointment will be temporary and may be suitable for secondment.

Applicants with a variety of experience and qualifications may be suitable.

Closing date: 12th June 1987.

Application forms and further details for both the above posts from the Establishment Officer, Central Offices, Kendray Street, Barnsley S70 2TN. Telephone Barnsley 286141 ext. 256.

BARNSELEY
METROPOLITAN BOROUGH COUNCIL

Mid Glamorgan COUNTY COUNCIL

Education Department

ADVISORY STAFF

Required as soon as possible:

1. SENIOR GENERAL ADVISER - SECONDARY (Re-advertisement)

Applications are invited from people with experience as a local authority adviser or as a headteacher or deputy headteacher of a comprehensive school for the post of Senior General Adviser - Secondary. In addition to the general duties associated with the post, the person appointed will have curriculum responsibility for MATHEMATICS across the County and should, therefore, be a graduate (preferably good Honours) in Mathematics. Previous applicants need not re-apply since their application will automatically be reconsidered.

Salary: Headteacher Group 10 (Soulbury) £19,280-£20,766 (under review)

2. GENERAL ADVISER - BUSINESS STUDIES AND INFORMATION TECHNOLOGY

Applications are invited from teachers with qualifications in the field of Business Studies for the post of General Adviser - Business Studies and Information Technology. Candidates should have knowledge and recent experience of the application of Information Technology and/or computing. He/she should have substantial teaching experience in a managerial role in comprehensive schools.

Salary: Headteacher Group 9 (Soulbury) £18,076-£19,557 (under review)

Application forms to be returned by 12th June, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the Director of Education, Mid Glamorgan County Hall, Cathays Park, Cardiff CF1 3NF. Tel: Cardiff (0222) 820222.

AN EQUAL OPPORTUNITIES EMPLOYER

ilea Working in Education

POST SCHOOLS DEPARTMENT

Further and
Higher Education Branch

Head of Planning and Resources Group

£20,598-£22,674 inc.

FHE Branch is responsible for the management, planning and resourcing of the Authority's further and higher education provision. The Authority maintains 19 FHE institutions (including the London Institute, with 7 constituent colleges). The Authority also grant aids the 5 Inner London Polytechnics and 2 specialist colleges.

Applicants for this key senior position should be highly numerate, with a sound knowledge of the FHE system and related educational and other developments. He/she should have proven leadership and management experience and will be expected to work closely with senior officers in FHE Branch and the Post Schools Department in the educational planning and resourcing of the FHE service. An awareness of and commitment to the Authority's Equal Opportunities Policies is essential.

This post is suitable for job sharing.

Application forms and further details are available from Personnel Services, P54a, ILEA, Room 302a, The County Hall, SE1. Please enclose cv. Closing date: 12th June 1987.



ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

Cheshire

North West Educational Management Centre Director

The centre is based at the North Cheshire College, Farnhead, Warrington, Cheshire. It was established in 1972 by the 17 Local Education Authorities in the region to provide educational management training for headteachers. The policy of the centre is controlled by a Steering Committee representing the contributory LEAs; it is administered by the Cheshire LEA. The policy of the centre has recently been reviewed and new methods of funding and delivering in-service training are being developed.

The Steering Committee is seeking to appoint a person with proven educational management experience at a senior level, with interests ranging across the whole field of educational policy formation and management. It is hoped that the person appointed will take up their post on 1 January, 1988. The salary is Headteacher Group 12 (subject to negotiation for candidates already on higher salaries).

Application forms and further particulars from the Director of Education (Ref. 2A/DH) County Hall, Chester CH1 1SQ. Closing Date: 12th June, 1987.

All applicants will be considered on the basis of suitability, regardless of sex, race, marital status, religion or disability.

Inspector for Visual Arts

Applications are invited for this newly established post which offers considerable scope for an experienced, enthusiastic and well qualified teacher committed to Visual Arts as an essential part of the education for all pupils. The post is suitable for those new to inspectorate work or for experienced inspectors and advisers seeking a new challenge. Detailed duties are negotiable. Conditions of service are Southbury and salary is in the range Head Teacher Group 8-10.

Tenable: 1st January 1988, or earlier if possible. This is a re-advertisement, previous applicants need not re-apply.

Further details and application form are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TF. Telephone 01-780 5460.

Closing date for applications 12th June. (10197)

CROYDON EDUCATION

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £308 p.a. throughout the County.

*Temporary housing may be available.

*Generous relocation expenses in approved cases.

HEAD

of
SOUTH EAST SURREY
TEACHERS' CENTRE

Aillingham Rd., South Park, Reigate

Applications are invited for the post of Head of South East Surrey Teachers' Centre, the present Head of Centre having been promoted to a post in another Authority. The post is available from January 1988, or earlier if possible.

Applicants should have considerable teaching experience and at present hold a post of responsibility. They should be able to furnish evidence of a high level of organising ability and a particular interest in curriculum study and staff development. Evidence of school-focused INSET would be an advantage. Teachers from any phase of education may apply.

Salary is Burnham Headteacher Group 5 £15,768-£16,497 p.a.

Application forms and further details from the County Education Officer (TP/PEB), County Hall, Kingston-upon-Thames KT1 2DJ (SAE please).

Professional information and advice from Dr S D Goodwin (01-541 9570). Closing date: 17th June 1987. (17291)



EDUCATION DEPARTMENT

Unemployment Specialist Careers Officer

£9,129 - £10,902
with a bar at £9,954

Applications are invited from experienced and qualified Careers Officers as well as students who are completing Diplomas in Careers Guidance courses. Careers Officers in their probationary year are paid on Scale 6 and those who have satisfactorily completed their probationary year are paid on Scale 6.

This post carries a casual car user's allowance and consideration will be given to assistance with removal and related legal expenses. Application forms and further details obtainable from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Tel: 01-681 5748.

Closing date 18 June 1987. (17217)

LONDON BOROUGH OF SUTTON

WARWICKSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

Assistant Education Officer (Schools - Special Needs)

Salary: P.O.10, £15,243-£16,374 (under review)

Applications are invited from candidates with successful teaching and administrative experience for this post which is based in Warwick.

The postholder will be responsible to the Senior Education Officer (Schools) for the administration of the county's services for children with special educational needs.

An essential car user allowance is payable and a settling-in allowance of up to £1,260 is available in appropriate cases.

Application form and further particulars are available from the County Education Office, 22 Northgate Street, Warwick CV34 4SR, by enclosing a S.A.E. 9in. x 6in. and clearly stating ref. SP/PAW/AEO Schools.

Closing date 16th June, 1987

WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER. (17240)



Warwickshire

ADMINISTRATION - LEA

continued

HAMPSHIRE

EDUCATION DEPARTMENT

CAREERS SERVICE

CAREERS ADVISOR.

MINDEN

Scale 5, £29,315 - £10,164

The Careers Service in Hampshire provides vocational guidance facilities for pupils attending Service Children's Schools in Germany. This post is available from 30 August 1987.

A condition of employment is that the successful applicant will serve abroad for a minimum of two years of a maximum three year contract. On completion of the contract a post in the Hampshire Careers Service is guaranteed.

The post attracts Inner London Allowance, Foreign Service Allowance, Travel Allowance and with accommodation or rental allowance. A current driving licence is essential.

If you are a qualified Careers Adviser, holding the Diploma in Careers Guidance or equivalent, resourceful and experienced in 12 years post-qualifying experience necessary.

Further details and an application form from Careers Service HQ, The Castle, Winchester SO9 3UD, or Tel: Winchester 94411. Ext. 570. Closing date 10th June 1987.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (18355) 480000

REMINDER

Copy for
Classified
Advertisements
in the
T.E.S.
should arrive
not later than
4 p.m. Monday
preceding
publication

Administration - LEA

continued

SHROPSHIRE

IRONBRIDGE GEORGE

MUSEUM AND ART

EDUCATIONAL

DEVELOPMENT OFFICER

Salary: Approx. £10,000

Responsible for the development of the educational work of the Museum at all levels, including liaison with educational establishments, preparation of teaching material and the management of educational resources. Appointment initially for three years.

Details from Mrs L.M. Raynor, Ironbridge George Museum Trust, Ironbridge Telford, Shropshire TF8 7AW. Closing date for applications 19 June 1987. (184851) 500000

LONDON W10

MODERN TUTORIAL

COLLEGE

213 Kilburn Lane W10 4AA

INFORMATION OFFICER

Gratuities with key-board skills required for educational information retrieval, analysis and presentation. Specific computer training will be given.

For details ring 01 560 5899. (181221) 500000

SUMMER DIRECTOR - LIVERPOOL

Graduate/Driver with youth experience direct small language course Oxford June 28-July 28 and or July 28-August 14. Pay approx £600 course. Ref: 133370. 500000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

SENIOR ADVISER (PRE 13 EDUCATION)

Soulbury H/T Group 10 £19,260-£20,766 p.a.

Applications are invited from experienced Advisers, or others with a comparable role within Education, for the post of Senior Adviser (Pre 13 Education). The Authority has exciting and forward looking education policies, with a firm commitment to equal opportunities. It has a three tier school system, with First, Middle and Upper Schools. The Authority's middle school sector is large, covering 63 schools, mostly within the 9-13 age range. You will be required to fill a vacancy caused by the secondment of the Senior Adviser (Middle Schools). This is, however, a permanent appointment. You will be asked to lead Advisers with General Advisory responsibilities in the middle school sector and will have other group responsibilities in addition the person will have responsibility for some specialist curriculum area of experience. You will be responsible to the Principal Advisory Officer. You should have good leadership qualities together with a range of successful teaching experience, evidence of curriculum development work and experience in in-service education. Ref: E11087/TES

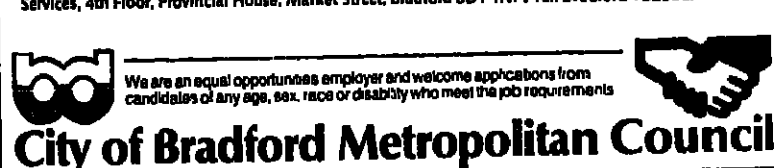
GENERAL ADVISER: HOME ECONOMICS AND HEALTH EDUCATION

£18,075-£19,587 p.a.

Applications are invited for the above post. The post holder should be aware of current trends relating to Home Economics and Health Education within Education. You will be responsible for overall supervision of a number of schools in general terms. You will also be a member of a liaison team to monitor the performance of teaching staff including probationary teachers, advise on the planning of new schools, extensions, furniture and specialist equipment and undertake specialist responsibility in curriculum development and in-service education in Home Economics and Health Education. Ref: E11687/TES

This Council supports the principle that all employees should be encouraged to be members of an appropriate trade union recognised for the purpose of negotiation and consultation.

Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP. Tel. Bradford 752956.



Area Education Officer

(Newark Area)
£16,776-£17,916 p.a.

The Newark Area Education Office is one of eight area offices in the County, covering an area to the East of the County with a school population of approximately 15130. The successful applicant (male or female) will have day to day responsibility for the administration of some 66 schools and will act as Clerk to the Governors for most of these. Candidates should have a good honours degree and have had teaching and preferably administrative experience with a Local Education Authority.

Re-location expenses where appropriate.

Application forms and further details are available from the Chief Education Officer at County Hall, Closing date 16 June. Please quote ref. A15/145.

An Equal Opportunity Employer.



EDUCATION DEPARTMENT

APPOINTMENT OF PRINCIPAL CAREERS OFFICER

SALARY SCALE PO2 (41-44): £14,862 - £16,011 (REF: ES280)

Applications are invited for the above post from suitably qualified and experienced Senior Careers Officers.

The successful applicant will be responsible for the running of the Careers Service, and contributing to its development as an integral part of the Education Service.

A car allowance is payable under the Council's scheme, and there is a scheme of financial assistance for newly appointed staff, including removal, lodging and relocation allowances.

Further details and application forms from the Chief Executive, Doncaster DN1 1BN. Tel: (0302) 734010. Closing Date: Friday 12 June 1987.

(18680)

PERSONAL COLUMN

Not only should children be encouraged to learn poetry by heart: they should be taught to read it aloud. If we read poetry in our heads, we tend to glide through its problems and ignore its subtleties. Once we speak it aloud we are obliged to get to grips with its rhythms, its tones and overtones, to master its argument, to search out the aim of the poet.

If we do not really understand what the poem is saying, our ignorance becomes immediately apparent once we try to recite it. We are then forced back to the words: we have to work on them, to worry out their meaning, until we can speak it loud and plain.

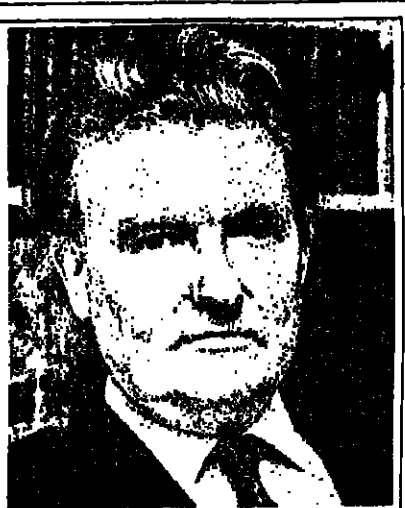
I know of no better way to make actual communion with the poet than by recitation. After all, most poems were written to be read out, preferably to a small circle. To be sure, poetry is often a secret, solitary enjoyment. But sometimes the real power and impact of a poem only appear when the reading is communal.

Then again, taking children through a poem is an apt and inoffensive way of teaching them elocution. You can take advantage of the apparatus of the poem to bring out the correct values of the vowel-sounds, the way to pronounce consonants, the use of stress, pause and variations of speed—all the devices whereby the accurate employment of spoken English clarifies meaning.

Even more, reciting poetry can demonstrate, in a way which children delight to grasp, that a tiresome thing like getting the pronunciation and phrasing right is a means to create music. Elocution is, in its own way, as fine an art as singing, and can be made just as attractive and purposeful.

I discovered this for myself when, aged 13 or so, I entered a poetry-reciting competition, taking as my subject Chesterton's battle-poem *Lepanto*. This is not as easy as you think it is going to be. Though its rousing spirit is clear enough and not hard to convey, the poem employs a lot of difficult words and images.

It has some subtle rhythms and counter-rhythms. Much art is required in getting across the variations in the choruses. Above all, the poem when recited requires careful pacing to build up to its resounding and



PAUL JOHNSON

Poetry please

'Once we speak it aloud we are obliged... to master its argument'

difficult-to-sustain climax, and then to descend into its charming coda.

In short, there is a lot to be learnt from the poem, and the most systematic way to learn it is by recital, which obliges one to tackle and surmount all the difficulties.

The same principles apply to more difficult work. A year or two after my struggle with *Lepanto*, that versatile actor and scholar Robert Speaight came to our school to encourage us to appreciate Gerard Manley Hopkins, and awarded a prize for the best delivery of his noble sonnet, *Felix Randal*.

I had then never heard of "sprung rhythm" and found this poem, though one of the most accessible of Hopkins', extremely obscure at first. But the business of reciting it, line by line, then by groups of lines, and proceeding by trial and error, gradually unlocks its meaning completely, so that all is finally plain. Then one begins the creative work of getting the rhythmic structure of the poem right, so that the many changes of tone, volume and even mood—sometimes within the space of a line as the thoughts flash through the poet's mind—can be brought out.

Even when all this is done, the poem is hard to pull off completely before an audience. But if you can contrive it, the experience is stunning; and just to make the

effort is to reveal this heart-felt but ingenious work as among the most moving short poems in our language. Its full merit cannot be grasped simply by reading it to oneself.

The sonnet about the old blacksmith served for me as an introduction to Hopkins' work. Soon I was able to teach myself how to read *The Windhover*, where the verbal music is much more adventurous and impressionistic, almost abstract in its sonorities and flashing visual images, though the underlying argument is sinewy enough when carefully examined.

Thence I passed on to other, more obscure, poems which employ Hopkins' curious contrapuntal and ejaculatory rhythms as a framework on which to hang the observations of his intensely penetrating eye.

As a rule, a poem is written to be recited. Shelley, in his *West Wind*, speaks of "the incantation of this verse", which he hopes will carry his fiery, radical words to all mankind, just as the wind itself blows along the fallen leaves and the sparks from an open fire. This great poem, as it happens, is not easy to read aloud, for some of the thoughts are very long, enshrining complex and subtle images, which need to be unravelled slowly to the hearer; and yet the poem as a whole is strongly dynamic, hurrying restlessly forward, and the pace must be maintained if the

structure, with its repeated calls for hearing, is to work. To achieve this combination and balance takes patience and rehearsal, and much skill in execution, but is worth it, for the force and almost desperate urgency are only fully apparent when it is spoken with passionate understanding.

Teachers who are trying to coach children in the reading of poetry would be helped if the broadcasting authorities used the resources of radio and television to give us more spoken verse. I first learned how to speak Shakespearean verse by listening to John Gielgud; that great verse-reader, Ralph Richardson, taught me how to recite the poetry of Blake—deceptively easy at first glance, but extremely hard once you get down to it: try reading aloud *Cradle Song*, *Love's Secret* and getting the pauses and volumes right!

Yet the broadcasting authorities seem to assume people do not want to hear poetry. Once, on one of those television book programmes presided over by Melvyn Bragg, I was asked to review a new selection of Shelley's verse; and I proposed, instead, making a few inadequate remarks, simply recite his sombre sonnet *Ozymandias*, one of the most striking statements of political philosophy ever put into verse.

The BBC did not at all like this idea. But I persisted and they gave way, and the response of the viewers was enthusiastic. Evidently, people like to hear poetry read even by an amateur like myself. Let us take our poets off the silent bookshelves and allow them to shout and murmur and whisper, to cajole and entreat, in our classrooms, and on the air-waves.

NEXT WEEK

Election special
Barry Hugill interviews the education spokesmen of all three major political parties.
Old guard
Ernest Armstrong and Sir William van Straubenzee reflect on life in Parliament and education.
Publish and be damned
Teachers who did—and were Extra: Children's Books

NOTICEBOARD

PEOPLE...

Mr Ian Lucas is the new head of Hacham Wood school, south-east London. He was deputy head of Chestnut Grove school, Wandsworth.
Sir John Burgh has been appointed chairman of the association board of the Royal Schools of Music.
Mr Gerry McShellan, head of Stoke College, Suffolk, is the new chairman of the Independent Schools Association incorporated in succession to Mr Gordon Longmore, head of Monkton House school, Cardiff.
Dr Angela Little, fellow of the Institute of Development Studies at the University of Sussex, has been appointed to the chair of education, with special reference to developing countries at the Institute of Education, University of London.

COURSES...

June 29-July 3
Salford University INSET summer school in 24 subjects. Details from Mrs Meriel Carboni, PICKUP Development Office, University of Salford, Salford M5 4WT.
June 29-July 1
Open learning and the provision for adults for senior college staff concerned with developing open learning for adults in vocational, non-vocational and community programmes. Further Education Staff College, Fee including accommodation £95. Details from Donald Cook, SLU tutor, FESC, Wexham, Bristol.

CONFERENCES...

June 5
Towards a national framework for media education: the role of INSET. Inaugural conference of National Association for Teacher Education and Advisers in Media Education (TEAM), 10.30am-4.45pm, Jaffery Hall, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Speakers include David Green (HMI), Mike Clarke, Philip Drummond, Chris Points, Marie Gillespie. TEAM members £12, others £16. Details from Philip Drummond, Secretary, TEAM, c/o Joint Department of English and Media Studies, at the Institute, telephone 01-636 1500 ext 356/67.
June 8
A conference for students with learning difficulties to discuss their needs group, to be held at MENCAP headquarters. Details from APEX, Hammersmith and West London College, Giddidon Road, Barons Court, London W14 9BL or MENCAP, 123 Golden Lane, London EC1.
June 13
Photography in the curriculum at the County Education Centre, Salford, East Sussex. Speakers include Colin Robinson and Tina Weller. Fee £10. Details from Tina Weller, South East Arts, 10 Mount Ephraim, Tunbridge Wells, Kent TN4 8AS.
June 13
What is community education? at Carlton Bolling school, Bradford, with Maryn Fiechore, Tony Painter, Ken Pearce, and Joan Gregory. Fee £4. Details from

Maurice Smith, Oakbank school, Kelghey, telephone: 0535 662787.

June 13
The future of A levels—Association of Teachers in Sixth-Form and Tertiary College conference with John Everson and Clive Wake at Worcester sixth-form college. Details from Valerie Beynon, Worthing sixth-form college, Bosover Road, Worthing, West Sussex BN13 1JH.

June 15
Making the record—summary reports in records of achievement for I.A.S. officers, co-ordinators, and those concerned with developing effective records of achievement schemes. Details from the Industrial Society, Robert Hyde House, 48 Brynston Square, London W1H 7LN.

June 18
Talking education further—on marketing within FE colleges, at Waltham Forest College, for college managers, senior administrative staff, marketing directors and PICKUP co-ordinators. Details from Mary Bates, telephone 01-531 7871.

EVENTS...

June 6
Changing roles in early childhood work: a lecture by Teresa Smith to celebrate the opening of the Centre for Early Childhood Studies at Roehampton Institute school of education. Details from Tina Bruce, Froebel Institute, Roehampton Lane, London SW15 5PJ.
June 9-12
Computers in education, a display

of materials at the John Taylor teachers' centre, 53 Headingley Lane, Leeds for teachers, advisers, and tutors in further education.

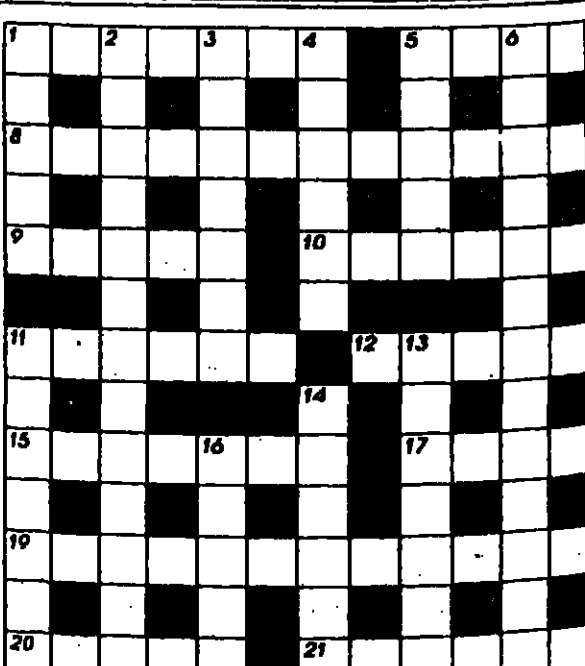
June 10
Families and self-help—a new approach to nurturing community support, at the Kirby Resource Centre, St Mark's Church, Brookway Drive, Kirby, Merseyside, run by the Save the Children Fund, Cope, Halton Family Services, for managers and planners of family work. Details from Brenda Cook, Save the Children Northern Regional Office, Emery House, 195 Fog Lane, Burnage, Manchester M20 0FJ.

INFORMATION...

Young archaeologists
The York Archaeological Trust offers 10 scholarship holidays to 13 to 16-year-olds in full-time education who have archaeological experience. The week from August 3 to 9 includes practical experiences and a chance to work alongside experts. Details from Dominic Timmer, York Archaeological Trust, United House, Piccadilly, York YO1 1PQ.

Modular Courses
Terry Hyde, head of lower school, Bishop Walsh School, Sutton Coldfield, is researching modular development through a part-time MEd course at Birmingham University. Schools running such courses are invited to write to him at Bishop Walsh School, Wyde Green Road, Sutton Coldfield, West Midlands.

No 307 CROSSWORD by Ruff



Across
1 Permission to start? (2-3)
5 It screams unwelcome visitors in two ways (5)
8 More or less following a style (5, 1, 7)
9 French physicist set to return (5)
10 Building society donated (1)
11 Pledged in wine (2, 4)
12 Ridiculed for being poorly dressed (6)
15 A stylish timepiece (7)
17 People pop in his shoes (5)
19 It's cheap, and any number can get it (4)
20 Apparently (5, 3, 1, 4)
21 Pinching the foot (5)
22 Something a climber may be raised on (7)
Down
1 Understanding a key file (5)
2 A proverbial labour savor (1, 6, 2, 4)
3 Wandering man about desert (7)
4 Fed up with the fish but settle the bill (6)
5 With revision tries to take the examination again (5)
6 Where to find motorists on course? (7, 6)
7 Who the first to go after a row became embittered (7)
11 Visible under a lens? (7)
13 Levish praise (7)
14 Whole-hearted spouse to a star (5, 3, 3)
16 Mint bar? (5)
18 Moves quickly away from the tree (5)
Solution to puzzle
1 DOWN
2 DOWN
3 DOWN
4 DOWN
5 DOWN
6 DOWN
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